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ABSTRACT

A study ascertained the perceptions that affect coordination between Job Training Partnership Act (JTPA) and vocational education. Questionnaires were completed by 184 individuals representing JTPA staff from service delivery areas (SDAs), vocational education staff from regional delivery systems (RDSs), community college staff, and state agency staff. Respondents indicated that incentives for coordination were not strong; RDSs and SDAs needed technical assistance to make quarterly meetings effective; and on-the-job training combined with classroom training was preferred. JTPA and vocational education were recommended to give special attention to the identification of goals as they relate to economic and individual development; responsibilities for improvement of basic, occupational, and work maturity and employability skills; and improved coordination of activities to ensure access, equity, and efficiency of services for clients. (Following the five-page report is an appendix of questionnaire results. Under each of the 14 questions are listed the comments of these respondents: (1) those who work with JTPA programs in a SDA; (2) those who work with vocational education programs in an RDS; (3) those who work with community college programs; and (4) all others. Respondents' comments and suggestions are arranged in two columns to contrast the views about programs conducted under the Carl Perkins Act and under JTPA.) (YLB)

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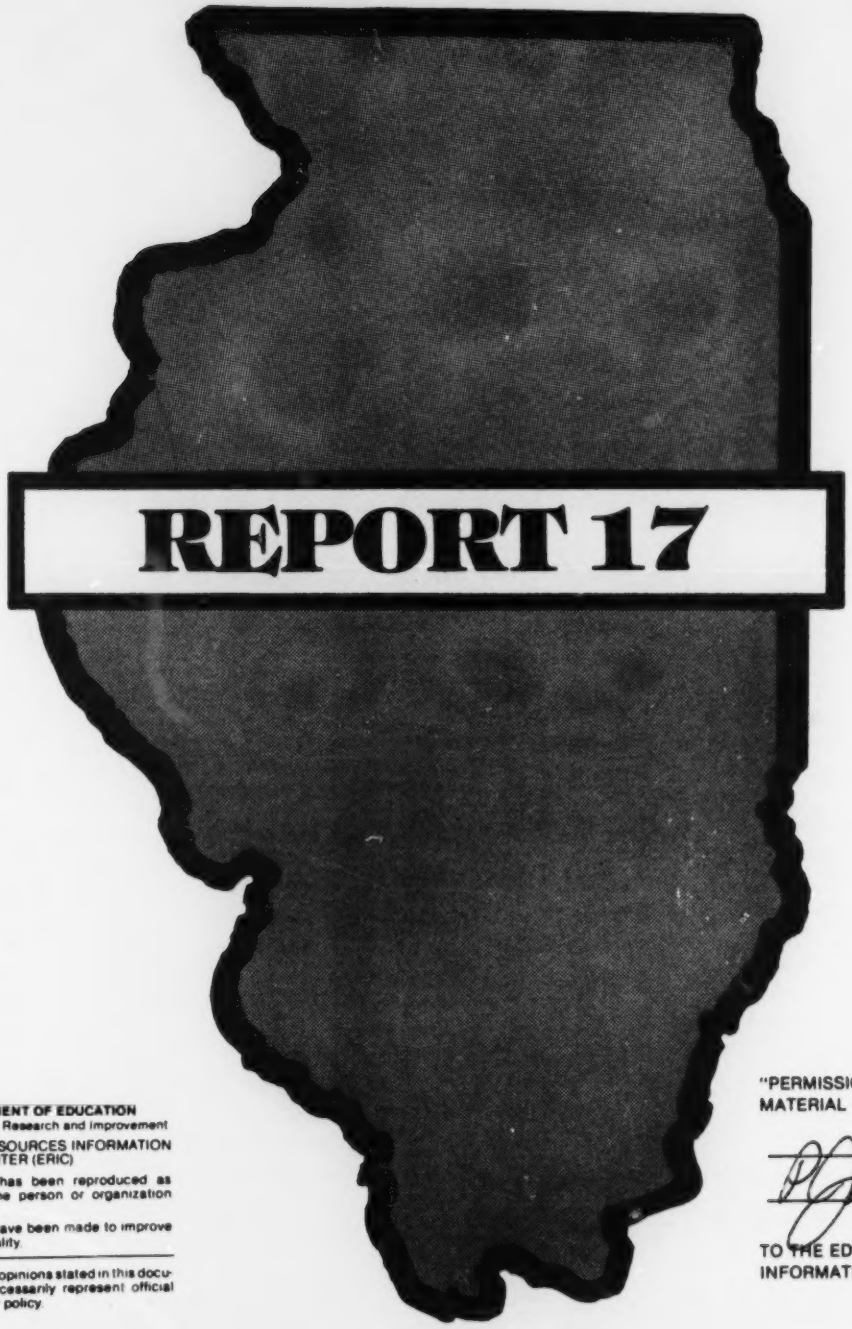

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ILLINOIS COUNCIL ON VOCATIONAL EDUCATION
1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

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DATE: March 8, 1989

TO: Governor James R. Thompson
Lauro Cavazos, Secretary of Education
Elizabeth Dole, Secretary of Labor
Illinois State Board of Education
Illinois Job Training Coordinating Council

In compliance with the Carl D. Perkins Vocational Education Act of 1984 it is the pleasure of the Illinois Council on Vocational Education to submit this report titled "Perceptions Which Affect Coordination Between JTPA and Vocational Education." This is one in a series of 25 reports prepared by ICoVE to provide interested educators, legislators, and representatives of various sectors of the citizenry with a full and comprehensive understanding of the state of vocational education in Illinois.

"Tis not what is, that is; but what is perceived to be, that is." This rather trite statement rings more truth than fiction. The ability of people to work in a coordinated fashion to most effectively deliver a system of job preparation and vocational education between the Carl Perkins Vocational Education Act and the Job Training Partnership Act is largely dependent upon the willingness of those associated with these programs to understand the end result is not maintaining each program independently of the other, but to recognize the ultimate of success is emphasis upon the development of individuals to their fullest in preparation for jobs and meaningful work skills.

The study contained herein is the second such study conducted by ICoVE. The first may be found in Report #22, Effects of the ICoVE 1986–87 Study of the Coordination of JTPA and Vocational Education. While similarities exist, this 1988–89 report builds upon the previous one, since a number of the respondents also participated in the 1986–87 study.

Respectfully submitted,

Robert M. Beckwith

Investing in People

An Equal Opportunity Employer

REPORT 17

PERCEPTIONS WHICH AFFECT COORDINATION BETWEEN JTPA & VOCATIONAL EDUCATION

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1987-1988

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Preface

The Carl D. Perkins Vocational Education Act of 1984 specifies that each State Council on Vocational Education shall "make recommendations to the State Board [of Vocational Education] on the adequacy and effectiveness of the coordination that takes place between vocational education and the JTPA and...advise the Governor, the State Board, the State Job Training Coordinating Council, the Secretary [of Education], and the Secretary of Labor of these findings and recommendations." (Public Law 98-524, Section 112(9)). These recommendations shall be prepared at least once each two years.

The Illinois Council (ICoVE) takes this charge seriously, and has conducted a variety of studies on which to base their recommendations. The most recent set of recommendations is contained in Coordination of Vocational Education Program Delivery System, published in February, 1987. An analysis of the effects of that study is contained in Report 22: Effects of the ICoVE 1986-87 Study of the Coordination of JTPA and Vocational Education, 1989.

The 1988-89 study has been conducted under the supervision of an ICOVE committee made up of Robert Beckwith, Illinois Chamber of Commerce; Mary Beth Stine, Flora High School; and Ronald C. Morehead, Illinois AFL-CIO, Chair. The Chair of the entire Council is Gerald W. Schmidt, Caterpillar, Inc. The study staff has included Peter Johnson and Carol Moellman, Executive Director and Assistant Executive Director of ICOVE; Karen Larsen, Richland Community College; and Rupert N. Evans, Professor Emeritus, University of Illinois.

EXECUTIVE SUMMARY

The Illinois Council on Vocational Education utilized questionnaires and interviews to ascertain the perceptions which affect coordination between JTPA and vocational education. The questionnaires were administered to JTPA staff for service delivery areas, vocational education staff for regional delivery systems, community college staff involved with vocational education and JTPA, and to other persons attending state meetings devoted to JTPA and vocational education. Interviews were conducted a ten of the twenty-six SDAs with SDA administrators, educational representatives on PICs and administrators of vocational education programs. Respondents made numerous useful comments which are reproduced immediately following the table to which they refer.

Respondents indicated that incentives for coordination are not strong. Once a coordination plan is put down on paper, little is done to see that the plan is require or followed, and penalties for lack of coordination apparently do not exist.

Nevertheless, there are some excellent examples of coordination at the local leve, mostly between SDAs and community colleges. There are significant barriers to coordination which arise solely because the SDAs and the RDS districts do not coincide.

Quarterly meetings seem to be very helpful if both the RDSs aand the SDAs are involved in planning them. RDSs and SDAs need technical assistance from their state administrator on how to make quarterly meetings effective.

On-the-job training which is combined with classroom training is markedly preferred to training which is conducted ony on the job or in a classroom/

JTPA representatives aon vocational education advisory councils and education representatives on PICs rarely have used their positions to communicate to all of the groups they represent.

Personal contace, conferences and meetings, and the exchange of council representatives are the most used avenues of communication.

ICoVE recommends that JTPA and vocational education at the state and local level address the findings reported in this study. Special attention should be given to:

- The identification of the goals and purposes for JTPA and vocational education as they relate to economic development and individual or human development.
- JTPA and vocational education responsibilities for improvement of basic skills, occupational skills, development of work maturity and employability skills.
- The improvement of coordination of JTPA and vocational education activities to ensure access, equity, and efficiency of services for all eleigible clients.

- Provision of technical assistance to SDAs and RDSs to assure that quarterly meetings are effective and meaningful.

- Provision of technical assistance to education representatives who serve on PICs to ensure that they serve all of the education agencies in their SDA.

- Provision of technical assistance to SDAs and RDSs on how to improve communication between each other and among the clients who need to be served.

PERCEPTIONS WHICH AFFECT COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

Similarities and Differences Between JTPA and Vocational Education Programs

Job Training Partnership Act (JTPA) and Vocational Education (VE) programs have many similarities.

a. Both provide service to disadvantaged and handicapped youth and adults,
b. Both prepare people for employment,
c. Both are governed at the local level by boards composed of volunteer citizens, and
d. Both receive Federal funds,

The differences between the two programs, however, are substantial:

a. Vocational Education seeks to serve all types of youth and adults, while JTPA is mandated to serve disadvantaged youth and adults almost exclusively.

b. The local governing boards for JTPA are concerned almost exclusively with JTPA programs, while local boards which control Vocational Education usually are also responsible for many types of education programs which have non-vocational goals.

c. The local governing boards for JTPA usually purchase training services for their clients, while the local boards for vocational education usually provide their own schools and teachers and rarely buy training services.

d. Vocational Education receives less than 10 percent of its funds from Washington, while almost all of the JTPA budget comes from this source.

(See Report 16, Adequacy and Effectiveness of JTPA for a more complete description of JTPA, and Reports 4-14 for additional details about Vocational Education).

The Need For Coordination

The local governing body for a JTPA program is called a Private Industry Council (PIC) because this describes its major source of membership. When a PIC sets out to plan its activities, it considers the job vacancies in its region and the needs of the disadvantaged persons it serves. Often it decides that a training program can help to make a group of clients more employable.

Since PIC's rarely operate training programs, they seek other agencies who can provide the necessary training. Existing courses may be utilized without change, or they may be modified to fit client needs more exactly, or new courses may be established. Perhaps training will be provided on the job, with no classwork.

Unfortunately, communication between the PIC and the institutions which can provide training is less than ideal. There are 26 PICs in Illinois, all of whom need to purchase training. There are more than forty community colleges, nearly seven hundred public high schools, more than a hundred private schools, more than a thousand employers, and dozens of community agencies, all of whom might be capable of and willing to provide training to JTPA clients. Everyone agrees that these agencies know too little about each other's needs and capablilities.

If new courses are established when existing training programs might have served clients' needs, inefficiency may result. If clients are forced to enter a training program for which they are unsuited, simply because the JTPA staff did not know of the availablility of suitable training, everyone loses. If expensive courses are used when less expensive but perfectly suitable training is available elsewhere, the taxpayer loses. If schools choose not to participate in JTPA programs because they are unaware of opportunities to serve or are afraid of dealing with the Federal government, inefficiency results.

Mechanisms for Coordination

The Illinois Job Training Coordinating Council helps to exchange information between JTPA and vocational education. The Governor's staff has developed a sub-cabinet structure which is designed to aid coordination across state government, but it has been little concerned with vocational education.

The State Occupational Information Coordinating Council provides information to both vocational education and JTPA administrators. Since similar information is provided to both groups there is less likelihood of uncoordinated activities.

In 1984, Illinois established an Education For Employment Policy which led to a regional delivery system for vocational education. One of the tasks of the sixty-one regional administrators is to facilitate cooperation between the schools in their district and the PIC or PICs which serve that district.

The Illinois Council on Vocational Education is appointed by the Governor. It conducts studies which provide facts and recommendations for improvement of adult, vocational and correction education services to Illinois citizens. Hence, it is particularly interested in facilitating cooperation in delivery of these services.

These agencies help to make coordination possible. However, most of the real coordination is done at the local level, as schools, regional delivery staff, and service delivery area staff members work together to serve clients more effectively.

Methods of Study

Questionnaires were developed and were administered to JTPA staff from Service Delivery Areas, to vocational education staff from Regional Delivery Systems, to Community College staff concerned with vocational education and JTPA, and to Other persons attending state meetings devoted to JTPA and vocational education. The latter category was made up predominately of staff from state agencies. The number of usable questionnaires was 184. Results of the questionnaire are presented in the Appendix. Respondents wrote numerous useful comments, and all comments are reproduced immediately following the table to which they refer.

Interviews were conducted with 24 SDA, RDS and state staff to get information in greater depth about the questionnaire responses.

Findings

1. Vocational education and JTPA programs should have similar goals, with the latter having a bit more emphasis on economic development, but both should emphasize individual or human development more than economic development.

2. Vocational education should stress helping students to complete secondary education and to continue in post-secondary education. Both vocational education and JTPA should give strong emphasis to initial employment and to retention in employment. JTPA should also stress welfare reduction and completion of secondary education.

3. SDA staff would like to see a bit more JTPA money spent on improvement of basic skills and a bit less on development of occupational skills. All groups would like to see a bit more of vocational education funds for initial preparation to be spent on development of work maturity and employability skills and on job search assistance and a bit less on development of occupational\ vocational skills. On the other hand, vocational education funds for retraining should be shifted away from improvement of basic skills to the development of occupational\vocational skills.

4. On-the-job training which is combined with classroom training is markedly preferred to training which is conducted on-the-job or in a classroom.

5. All groups agree that performance standards affect recruitment somewhat, and most groups believe that vocational education recruitment would be more affected by performance standards than JTPA has been.

6. Regional Delivery System personnel see a bit more use of coordination activities in vocational education than do other groups, but no group sees strong emphasis on coordination activities.

7. Oddly, SDA staff are much less likely than other groups to be aware of JTPA representatives on vocational education councils and of vocational education representatives on PICs. However, all groups are agreed that the former type of representation is less common than the latter. Service Delivery Area and Community College staff members are more pleased with the communications they receive from council members than are other respondents.

8. and 9. Personal contact, conferences and meetings, and the exchange of council representatives are the most used avenues of communication, but no other channel is used by more than 20 percent of the respondents.

10. Less than a fourth of the respondents say that they have had a quarterly coordination meeting, and approximately half of the comments indicate that those who have attended such a meeting feel that it was not structured well.

The commitment to and the effectiveness of coordination varies significantly from one SDA to another and from one RDS to another. One SDA administrator stated frankly that "Coordination is the least of our worries. We have too much to do to spend time coordinating with vocational

education." An RDS administrator said, "I just learned that coordination with the SDA is one of my responsibilities." Questionnaire responses indicate that significant barriers to coordination are raised simply because SDA and RDS districts boundaries do not coincide. One SDA may have to deal with four RDS administrators and one RDS administrator may have to deal with three SDA administrators.

Incentives for coordination are not strong. Once a coordination plan is put down on paper, little is done to see that the plan is followed, and penalties for lack of coordination apparently do not exist. Indeed, there may be no penalty for failure even to have a paper plan. Questionnaire results make it clear that state agency personnel (the "Other" category of respondent) are much more sanguine about results than are the local people who see that coordination is too often lacking. Perhaps this explains why state agencies do not use more "carrots and sticks" to reward coordination and punish lack of coordination.

Nevertheless, there are excellent examples of coordination at the local level. Often, these seem to depend primarily on personal characteristics of the administrators involved. However, it seems to be much more common for good coordination to exist between SDAs and community colleges than between SDAs and secondary schools. The interposition of an RDS administrator sometimes helps, but some RDS staff members seem to communicate neither with the SDAs nor with the high schools. Community colleges seem to ignore some RDS staff completely.

Quarterly meetings seem to be very helpful if both the RDS and the SDA are involved in planning them. They are less likely to be accepted if they involve one group preaching to another. Very few quarterly meetings have been held, which suggests that incentives for holding them have not been well developed.

RECOMMENDATIONS

The Illinois Council on Vocational Education gained much information on how vocational educators and persons involved with JTPA see the relationship between their programs. Interviews and responses to questionnaires indicate that vocational educators have a throrough understanding of vocatinal education, and JTPA personnel have a good understanding of JTPA, but, in genera, they do not know much about the others' programs. This may be because of the many personnel shcanges which are taking place, or because there has not been a formal method of educationg those involved in the administration of vocational education and JTPA coordination.

ICoVE recommends that the state administration for vocational education and for JTPA develop a formal program of educationg local JTPA and vocational education staff about the purposes of each Act and about ways in which coordination can and should take place.

ICoVE recommends that JTPA and vocational education at the state and local level address the findings reported in this study. Special attention should be given to:

- The identification of the goals and purposes for JTPA and vocational education as they relate to economic development and indivicual or human development.
- JTPA and vocational education responsibilities for improvement of basic skills, occupational skills, development of work maturity and employability skills.
- The improvement of coordination of JTPA and vocational education activities to ensure access, equity, and efficiency of services for all eleigible clients.
- Provision of technical assistance to SDAs and RDSs to assure that quarterly meetings are effective and meaningful.
- Provision of technical assistance to education representatives who serve on PICs to ensure that they serve all of the education agencies in their SDA.
- Provision of technical assistance to SDAs and RDSs on how to improve communication between each other and among the clients who need to be served.

APPENDIX

Results of a Questionnaire

Developed by the Illinois Council on Vocational Education
Administered in September, October and November 1988
As Part of the ICoVE JTPA - Vocational Education Coordination Study

Respondents

CC = Community College Staff; Number of respondents = 30
OTH = Other (includes State Board of Education staff, U.S. Department of Labor staff University staff, State Board of Higher Education staff; Number of respondents = 47
RDS = Regional Delivery System (Vocational Education); Number of respondents = 70
SDA = Service Delivery Area Representative (JTPA); Number of respondents = 37 (several SDAs were represented by more than one person)

Other Acronyms and Abbreviations

DAVTE = Division of Adult and Vocational-Technical Education, State Board of Education
ESR = Educational Service Region
ICoVE = Illinois Council on Vocational Education
ISBE = Illinois State Board of Education
JTPA = Job Training Partnership Act
OJT = On-the-job Training
Perkins = The Carl D. Perkins Vocational Education Act
PIC = Private Industry Council (JTPA)
RFP = Request For Proposal
▸ = Separator for comments by different individuals

Ten basic questions were asked, with two questions having two parts and one question having three parts. Thus there are fourteen bold-face headings below. Under each of these headings are listed the comments of four types of respondents: a. those who work with JTPA programs in a Service Delivery Area (SDA); b. those who work with vocational education programs in a Regional Delivery System (RDS); c. those who work with community college programs; and d. all others. The largest "other" group is employed by various state agencies.

The comments and suggestions of respondents are arranged here in two columns in order to contrast the views of programs conducted under the Carl Perkins Act (Vocational Education) and the Joint Training Partnership Act (JTPA). Responses to the Perkins Act programs are on the left and those related to JTPA programs are on the right.

Tables are numbered to match the sequence of questions on the questionnaire. A "J" appended to a table number indicates that the responses relate specifically to JTPA programs, while tables with a "V" relate to Vocational Education programs. Tabulation of multi-part questions is indicated by a decimal point followed by a number, e.g. 3.1J.

Table 1

Goals of the Vocational Education and Job Training Partnership Acts

In reaching its goal, how much importance should programs place on the following:
(Continuum: 1=Not Very; 5=Very)

	Vocational Education				JTPA			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Economic Development	3.74	3.99	4.17	4.19	4.17	4.03	3.73	4.28
Individual or Human Development	4.83	4.61	4.49	4.65	4.78	4.30	4.43	4.59

COMMENTS ON VOCATIONAL EDUCATION

In reaching its goal, how much importance should vocational education programs place on each of the following: Economic Development; Individual (or human) Development?

Comments from JTPA staff: ▸ Training without placement is counter-productive. Vocational system needs to take a stronger role in placement activities–not just training. ▸ Voc Ed programs need to be geared to the area's present and future jobs. ▸ Economic development is growth. Individual (or human development) is a must. We must have a skilled work force to maintain growth. ▸ Curriculum should go beyond narrow job-specific skills training and give participants more opportunity to pursue broader career goals and pursue their education.

COMMENTS ON JTPA

In reaching its goal, how much importance should JTPA programs place on each of the following: Economic Development; Individual (or human) Development?

Comments from JTPA staff: Almost equal weight should be given to both areas -- Training without development of employment opportunities is counter-productive. Vocational system needs to take a stronger role in placement activities -- not just training. ▸ Almost equal weight should be given to both areas–training people without jobs is counter productive. ▸ One will not succeed without the other. Does no good to train if there are no jobs to fill. ▸ JTPA trains workers to meet labor force needs–both important. ▸ JTPA training should be viewed as short-term intervention, and, therefore, should strive to address all aspects of personal development, particularly the enhancement of educational skills. ▸ We must expand our economic base in order to improve individual development. There is no need to train people for non-existent jobs. ▸ Economic development will lead to human development.

Comments from RDS staff: Local economic development greatly influences economic support for education. We are working with individuals. ▸ Secondary education impacts the quality of living and that impacts the local economy but we can not offer the training programs that community colleges can for business and industry therefore we should not be forced to compete with them for JTPA monies. ▸ I feel the role might differ between agencies. Secondary schools are involved in a more basic part of the preparation and are cognizant of economic development but it is not primary. Economic development goals could increase at postsecondary levels and could become real important to JTPA's. ▸ Voc Ed is education's contribution to the economic development effort by providing workers with entry level skills. ▸ Economic development is directly impacted by the quality of the work force.

Comments from RDS staff: They seem to spend much more time and money on economic development. ▸ Emphasis should be placed on creating opportunity after training and leave the training aspects to a training institute through cooperative efforts. ▸ On-the-job training frequently leads to employment. The JTPA money should be spent getting people into the work force and off of welfare.

Comments from Community College staff: I believe we should be concerned about economic development in conjunction with business and industry, but more importantly, as an ed. institution, we must develop the person. ▸ Vocational education is a mixture of developing the human to a point to effectively handle a job and keep up with current economics. ▸ There is inherent synergy between the two. Both naturally support each other. ▸ Tendency to train for current employers-perhaps education should also play a leadership role, and not be in such a passive/responsive posture-e.g., I hear little talk of issues such as civic responsibility in discussions about Voc Ed. ▸ These cannot happen without each other.

Comments from Community College staff: Self development is vitally important to JTPA participants in order to be a successful employee. ▸ In cooperation with educational institutions, human development could be enhanced. ▸ Work with the community college. ▸ The colleges have been involved with economic development for greater than an SDA.

Comments from Other staff: Economic growth depends on an educated labor force. ▸ Technical skills must accompany the human relations skills for employment. ▸ Survival for those who don't care about goals, professional responsibility for the rest of us. ▸ Coordinate efforts jointly to entice industry and stimulate better employee skills. ▸ A high level of human characteristics is essential to attain economic success.

Comments from Other staff: Need support services to keep clients in the programs. ▸ Spells "success." ▸ Economic growth depends on an educated labor force.

Table 2

Program Quality Assessment

If program quality were to be assessed/graded using the outcomes listed below, what percentage of the grade should be based on each?

	Vocational Education				JTPA			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Initial Employment	20.0%	23.7%	25.5%	24.9%	21.8%	31.2%	32.4%	29.3%
Retention in Employment	21.4	14.9	19.5	19.6	29.9	22.4	20.6	22.2
Welfare Reduction	7.4	8.4	5.2	9.5	15.0	18.1	13.0	18.1
Increased Wages	7.9	6.9	6.5	9.1	10.6	6.4	4.6	8.7
Continuing in Post-secondary Education	15.9	13.3	15.7	12.0	7.3	5.1	10.9	8.6
Completing Secondary Education	25.7	24.6	20.5	21.5	14.4	14.9	13.5	13.3
Other	1.7	7.7	6.9	3.2	1.4	2.6	4.8	.2

COMMENTS ON VOCATIONAL EDUCATION

Comments on vocational education performance standards and recruitment. Comments about assessment of vocational education program quality. Please explain your highest rating:

Comments from JTPA staff: It has been proven that you need at least a high school diploma and post secondary training to be able to function well. ▸ Each person should have the opportunity to be employed and know how to retain employment. ▸ If the student is not retained then it is logical to assume they weren't trained properly either in skills or interpersonal relations. ▸ Getting a job and holding it is number one priority. ▸ The initial job offer determines whether a person will utilize the education received in an occupation. If the first job is unrelated, many students will never return to that occupation. Further education in the same field

COMMENTS ON JTPA

Comments about assessment of JTPA program quality. Please explain your highest rating:

Comments from JTPA staff: Retention in employment teaches us that our training was good at the secondary level. ▸ Many who can get an initial job at decent pay will remain in the work force as productive members of society. ▸ The best proof of being employable is having employment; the greatest barriers to employment are lack of experience and lack of high school diploma. ▸ Continued retention is ultimate goal and should receive the most emphasis. ▸ Welfare clients need the most help. ▸ Retention in employment, in theory, will reduce the welfare rate, increase wages, cannot be accomplished without initial employment and on. ▸ Employment

is equally as important. ▸ Voc Ed programs are mainly at high school level. Emphasis should be on high school completion. ▸ The formal education aspect should be the main concern with an eye on placement. ▸ Retention in employment tells us that our training was good at the secondary level. ▸ The state of Illinois and the nation have a dropout of approximately 25% of the population who do not complete or graduate from high school. ▸ Lack of high school diploma is still largest barrier to employment. ▸ Feel purpose of Voc Ed is to provide training for those not continuing school in order that they obtain employment. ▸ Voc Ed has not publicly been measured by employment (either initial or retention) and that's the whole reason for people to participate in Voc Ed. ▸ All important. ▸ Voc Ed programs goal is to 1) continue to postsecondary education and 2) completing secondary education. ▸ Initial employment gives a positive attitude towards work and this attitude will result in job retention. The longer he [she] is retained the increased wages will follow. ▸ Helps people off welfare rolls. ▸ One goal at a time. ▸ Meeting the labor market demand. ▸ Initial employment should always be the primary measurement of training preparation outcome. We are not in the business to enrich and broaden people's social lives. ▸ Vocational education should have wider range of enrollees where entrance into employment and retention should be impacted upwards in expectations. ▸ That is purpose of vocational education. ▸ Entry into the labor market, particularly if it is the first paid job experience, should be noted as a significant achievement. ▸ Once we have initial employment, we must add training to retain these jobs. ▸ A high school diploma is achievable by all people. It does take some effort. Self-esteem and high school diploma go hand in hand. People who "think" they may not make it (high school diploma) are elated when they do. ▸ Completing secondary education should be an important factor.

at follow up should have high priority! ▸ People want jobs. ▸ It is important to place people in the work force with skills to increase earnings as a future goal. ▸ One of our primary goals is to reduce dependency on public funds. We also need to be concerned with how long people keep their jobs–beyond 13 weeks. ▸ Part of JTPA's statutory mandate. ▸ Performance standards. ▸ Retention is key. Longevity in employment leads to advancement then readiness for postsecondary. ▸ Mandated by legislation. ▸ JTPA outcomes are predicated on employment. ▸ Ultimate goal of JTPA programs, especially for adult, is placement into unsubsidized employment. ▸ The purpose of the act is job training. What good would that be without jobs? ▸ There should be a more equal mix on employment retention, welfare reduction and completion of secondary education. ▸ Increased wages will help folks break out of cycle of poverty. ▸ The top three helps reduce our unemployed. ▸ Retention most critical to long term self sufficiency. ▸ Due to the absence of a basic living allowance during training, initial employment is an essential primary goal for JTPA participants. ▸ Retention: the reason being that if lay-offs occur our clients will be retained. ▸ I believe JTPA can be extremely beneficial in helping disadvantaged people break out of the welfare cycle. ▸ Employment for economically disadvantaged persons should be a major goal. ▸ Completing a high school diploma or GED will contribute to long-term employability and should be encouraged for youth who have dropped out of school. Persons need to be placed in an educational setting and supportive services need to be provided to assist the person in the completion of their education. The rest of the options listed would then be taken care once the person completes their education. ▸ Purpose of JTPA (initial employment, retention). ▸ Higher education generally related to better economy. ▸ The major goal of JTPA programs should be to train people for meaningful employment and completing secondary education is necessitated in today's job market. ▸ Good for OJT contracts (initial employment, postsecondary). ▸ Students simply need to finish high school–self esteem, self

worth, diploma. Initial employment (with monitoring) is self-perpetuating.

Comments from RDS staff: Employment and retention of employment are most important-it is what it's all about. ▸ If the main function of the program was to provide training in say food service then the outcome should focus on food service. ▸ Initial employment and welfare reduction with job retention really all go together-most important for society and it takes completing secondary education to attain. ▸ Get a job. ▸ Keeping the job is hard for eligible. ▸ It is the groundwork for all other outcomes. ▸ This needs to be the goal of all secondary education, not just Voc Ed. ▸ Employment is very important and retention is as important. We need to change attitude toward work and keep up with the changing times. ▸ The trend toward high tech, communications, back to basics and other non-vocational mandates creates a need for an extended skill training program. ▸ A better and broadly educated individual is the primary purpose of all education. ▸ If Voc Ed is doing its job the completer will be able to obtain a job. ▸ Voc Ed can impact on our economy by helping students gain employment who without Voc Ed might otherwise be unemployed. ▸ Initial employment is not the major outcome of Voc Ed programs. ▸ Finishing school and getting a job or going on for further training are the most important. ▸ Increased wages reflect a higher level of skill which indicate that students with Voc Ed skill training enter the job market at a "cutting edge" above those without. ▸ Voc Ed should better prepare students to retain and advance as workers. The employability skills are the emphasis of our training. ▸ Employment of any significance requires at least a secondary diploma. ▸ Completing secondary education is fundamental to success. ▸ With employment further training can occur later as desired. ▸ Goal is to prepare individuals to think and utilize training. The areas marked (initial employment, postsecondary education, and secondary education) will further that goal or objective. ▸ This opens door to others. ▸ Proper attitude in

Comments from RDS staff: I feel the first three are all interrelated. ▸ Find jobs for people is their #1 priority. ▸ High School is a "key" in order to open the door of opportunity. ▸ Getting people employed is main thrust of JTPA. ▸ I believe they are equally necessary in order to a achieve all. ▸ Need for upgrading in order to retain employment. ▸ Secondary education is necessary for success. ▸ Clientele are being trained for immediate jobs. ▸ Their main goal seems to be getting recipients a job-don't worry if they keep it for only 30 days. ▸ Becoming employed is most important but relates to self-sufficiency and economic growth. ▸ Get employment is priority. ▸ The basis for all other outcomes (secondary education). ▸ Retention in employment would be a very good indication that the program is successful. ▸ The top three should be JTPA goals. ▸ Completion of secondary education forms the basis for life-long learning. ▸ Employment is most important. ▸ Maintaining employment is the best means of judging program quality. ▸ Persons probably are older family providers and need immediate income. ▸ Our primary responsibility is teaching people to support themselves. ▸ Employment retention and welfare reduction are the most important things for society in general. ▸ This is how they are funded. They work with a specific group and have the resources to assist. ▸ Performance contracts. ▸ Jobs for unemployed people is what JTPA is all about. ▸ I look upon JTPA as primarily responsible for providing economically disadvantaged individuals with the opportunity to assist individuals to move out of that economic designation. ▸ Must complete secondary ed. to achieve almost any goal. ▸ Developing good attitudes to get and keep job very important. ▸ Strong feelings in these areas (initial employment, retention, welfare reduction). ▸ Goal is to assist in that first big step from school to work. ▸ Need the 25% who drop out-to finish high school. ▸ Highest priority is initial employment leading to welfare reduction. This is how I see JTPA's function. ▸ Initial employment

getting and retaining a job very important. ▸ I think we should use the same standard practices of mastery (pre and post testing) that all other educational areas utilize. We do not control the effects of economic swings–nor should we claim any unique benefits from our courses–other than those taught and learned in quality programs. ▸ Retention: it's through employment that our basic needs are satisfied. Until that occurs, other goals are set aside. Secondary: still best first step to employment. ▸ Retaining employment should be the major goal of Voc Ed. ▸ Retention in employment is most important for success for populations served by DMH. ▸ The main goal of training is to open the doors of opportunity to employment. A person can travel a far distance through open passage but is stalled at a closed passage. ▸ I believe counselors, teachers and the student can take the assessments done previously and compare the results to actual student achievement. Might be subjective but then again could point to strengths and weaknesses in the total system. ▸ One of main objectives–prepare for job market. ▸ Voc Ed teaches employability skills as well as other skills. These are very important in retaining employment. ▸ Job opportunity very important. Entry level and continuing education equally important. Wide range of experiences. ▸ Completion of training at the secondary level sets the basis for life long learning. ▸ Because work skills are transferable to occupations and students will probably hold several jobs in their lifetime, skills held by students should have highest priority. ▸ There can be no greater service to a person than to teach that person self support. ▸ This is the greatest area of contact (secondary education). If a good job is done at this level you eliminate problems at the other ones. ▸ A person needs to become employed before he or she can be a productive member of our society. ▸ Voc Ed must teach enough basic, general skills for one to promote and keep employment after obtaining it. This could be within initial field of employment or transferred from one discipline to another. ▸ Completing high school would be most important as one requisite to continuing educational would automatically reduce welfare and give the individual a sense of achievement. ▸ The role of job training is jobs. The role of education is education. ▸ The major goal of JTPA programs should be to get people jobs and help them retain those jobs. ▸ High risk group. ▸ They have as mandate (initial employment and welfare reduction). ▸ This seems to be primary goal. ▸ Employment is what JTPA is all about. ▸ JTPA is to prepare students or individuals for employment not to get them a raise. ▸ Best indicator of successful training; impacts all other areas. ▸ Money and on performance! (welfare reduction). ▸ People need jobs. That will reduce welfare dependence. It will increase wages if jobs are appropriate and education will become more desirable. In other words a good job helps the person in many ways. ▸ Reason for JTPA. ▸ If more long term initial training and education were provided the other outcomes would be more likely to follow.

programs. ▸ Employment retention demonstrates satisfaction of both the employer and employee. This effectively reduces unemployment and subsequent welfare. ▸ Job retention and increased wages are two primary indexes of quality preparation for employment. ▸ The need for more training for new technology. ▸ Remaining employed is most important, whether it is in the same job or in different jobs, because it suggests a knowledge and display of work ethics, values and thinking skills and adjustment. ▸ Our main emphasis should be assisting a student to take that first big step! ▸ Evaluation of the effectiveness of Voc Ed. ▸ A secondary degree may be the end of a lot of students' formal education. They need to know how to learn. There is probably more one-on-one contact at this level. ▸ The first job is most difficult-Voc Ed should be active in securing it (initial employment). ▸ This will influence the other outcome (secondary education). ▸ Must complete secondary ed. to achieve any goal. ▸ We must assist students in completing their education through quality vocational experiences. ▸ There are getting to be fewer jobs for students directly out of a secondary program. A primary function of the secondary Voc Ed program would be to get students through high school and into postsecondary training (not only community college but any advanced training) to make them more employable. ▸ Voc Ed should be preparing students for initial entry level employment. ▸ Voc Ed must become more active in keeping students in school, especially now that we have increased college entrance. ▸ If these three areas (welfare reduction, postsecondary, secondary) are accomplished, the remaining areas will take care of themselves. ▸ Most people on welfare are people who do not have a high school education. We should concentrate on helping everyone get a high school diploma. ▸ As secondary vocational educators our goal is to help students complete a vocational high school program. ▸ How to get a job and what jobs are all about is very important. ▸ Training should be designed to help people get jobs. Your outcome statement says vocational education-not secondary

only-therefore, I answered the question to mean completed vocational education no matter at what level they complete the training. ▸ Less than 50% of high school graduates go on to four year colleges. About 65% enter the labor market directly upon graduation. ▸ Best indicator of successful training, impacts all other areas (retention). ▸ It is imperative that students obtain their high school diploma. Continued upward mobility requires the high school graduate. ▸ Primary purpose of most secondary programs. ▸ High school vocational programs have a well planned and highly regulated curriculum designed to teach students very specific tasks. Doing that and helping students complete secondary training is what we are all about. ▸ We are educating for employment so that's what we need to look toward. ▸ Get a job.

Comments from Community College staff: The "final" outcome is being employed, and the easiest to evaluate. ▸ Should prepare one for the world of work. ▸ One goal is for person to gain an employable skill once his top priority is to stay employed. ▸ Good educational background and the ability to perform over a long period indicates maturity, training, and experiences necessary for success. ▸ More students should learn a vocation or technical trade even if they are going on to college. It teaches discipline and an appreciation of all work. Voc Ed would increase high school completion rate. ▸ Vocational education's thrust is to train (educate) for employment. ▸ I place a higher priority on completing secondary education because that is generally a basic requirement in career development. Without this background individuals will be hard pressed to move further. ▸ A number of factors were rated equally. All are important pieces of the process. ▸ Fewer jobs will require less than high school; therefore students must complete high school and be employed. ▸ Need for a solid general and occupational education to enter and stay in job. ▸ Students must be prepared to make transitions in life. They will not remain in one job. ▸ That is our goal isn't it? ▸ Much of the basis for vocational education should be stressed at the

Comments from Community College staff: In order to retain the job, the individual has been taught the job skills and personal work habit skills, etc. ▸ Retention in employment is very important. The training must provide job skills and interpersonal relations to enable the participants to get and keep jobs. ▸ Each person should have the opportunity to be employed and know how to retain employment. ▸ The real measure of success. ▸ Greatest barrier to successful employment. ▸ If programs exist at community college no need to duplicate. ▸ Getting people back to work is critically important. ▸ I think this is where most of their effort lies (initial employment). ▸ Name of the game is to get a job and keep it. ▸ Completing education will assist in the others. ▸ Most JTPA are in need of employment. ▸ Completion at high school is most important. ▸ Goal is to place completers on the job. ▸ Initial employment may be contracted and not too difficult to arrange (lower salaries, etc.). Retention is the key. The others are important but only by-products. ▸ The prime goal should be to enable people to obtain employment. ▸ This is the basic objective of the JTPA program. ▸ Reduce long-term unemployment problem. ▸ Three highest (retention, welfare reduction, job advancement)

secondary level-job skills, etc. ▸ Outcome should be employment. Other categories should fall in line, i.e. welfare reduction, etc. ▸ Educational level directly related to long term job retention. ▸ Keeping kids in school to finish high school priority in making them competitive for future employment. ▸ A prime purpose should be the completion and continuation of the vocational/technical education. ▸ Completion of education and skills should result in employment, retention, wages and welfare reduction. ▸ Initial employment must be a priority for any program. Retention and retraining could have an equal rating due to the changes in the work place. ▸ Quality of performance (including interpersonal relationships and ability to learn new skills) is key to success. ▸ Keep employed, productive, taxpayer. ▸ The basic objective of vocational education is preparation for work. ▸ Getting and keeping jobs have always been top priority for Voc Ed. ▸ Without a degree or high school completion the process of education and personal advancement bogs down. ▸ Reduce public support payments and aids individual to gain non subsidized employment. ▸ Programs must relate to those job skills that are needed. ▸ The most important step is the high school diploma-without this they have little hope of meaningful employment. ▸ None of the other items have any measurable results unless graduation occurs (secondary education). ▸ The major goal of most vocational programs is to produce graduates who can function satisfactorily in the world of work.

Comments from Other staff: Must be tied to primary purposes of schools (enhancing/ reinforcing basic skills). ▸ Retention, learns jobs, enjoys job. ▸ Most important is to get students to finish high school with employability skills and to become employed. ▸ If employment doesn't occur, the program has defeated its purpose. ▸ Major purpose of Voc Ed in preparation for employment (initial employment and retention). ▸ Employment or continuing ed should be goal. ▸ Unless students are able to complete their secondary education, we have to reach out to them later with programs and efforts that are relate to obtaining some self-sufficiency and quality of performance. ▸ Reduce public support payments and aid individuals to gain non-subsidized employment. ▸ Goal of program should be to produce graduates who can function successfully on the job. ▸ Does the program prepare the individual for a job? ▸ If people's basic reading, math and language skills are not at the level of a high school graduate, they are going to encounter great frustration as they pursue additional training. ▸ Completion of education is very important.

Comments from Other staff: A diploma is necessary to advance. ▸ People must have self worth and they must be able to earn a decent standard of living (welfare reduction). ▸ Employment-related goals are critical here. ▸ Should be the goal to achieve first (initial employment). ▸ I believe this to be the primary function of JTPA-to address the needs of its clientele in relation to economic welfare. ▸ Essential to gain employability technical/personnel skills. ▸ The 20% groups are of all the same importance for the program (initial employment, retention, welfare, wages, secondary). ▸ Retention

generally more costly, so I considered staying in school the highest priority. ▸ In order to understand the changes taking place which will affect each individual and society as a whole, our entire population must complete a secondary education. ▸ Graduation with a diploma is critical for advancement in today's work place. ▸ Continued employment assumes success in some career path, which should include continued training/retraining and increasing economic benefit. ▸ If students can at least experience the success of completing secondary education, they are more likely to continue lifelong learning. ▸ Leading to a job through some training in schools. ▸ Increased wages secure the continuing and completing of education. It also helps in retention. ▸ Nothing is gained without a high school diploma. ▸ Establishing a sound personnel/technical skills foundation and instilling a concept of continuous training/retraining are important. ▸ We want people to feel important and to have self esteem. ▸ Voc Ed is doing reasonably well. ▸ Bottom line: make them employable. ▸ Teach people to think, solve problems, and continue to grow and progress in a career field in order to continue to open up entry level positions. ▸ All 20% are equally important (initial employment, retention, postsecondary, secondary). ▸ The importance of holding a job until retirement age in an era where few employees retire from the same firm. ▸ Initial employment should be the top goal to provide a quality work force able to train and upgrade for future industry needs. ▸ I feel Voc Ed should prepare individuals for initial employment otherwise they remain unemployed. ▸ The quality should show in the quality of work and should be encouraged by increased wages as the quality improves. ▸ If a person can maintain employment over a period of time it shows that we reached the whole person. ▸ Employment is a true test of learner outcomes if the system is an honest one, and hires individuals based on qualification rather than other reasons! ▸ The unemployment rate is much higher for high school dropouts. ▸ Program must give individual skills and desire to retain employment if other tells the true story. ▸ Employment and retention is the objective. ▸ To an unemployed or underemployed person this is extremely important (initial employment). ▸ Initial employment and retention in employment are most important in providing this skill training and in its assessment. ▸ Best to reduce welfare leading to employment. ▸ Most people lose jobs because of attitude rather than knowledge. ▸ Many JTPA recipients are welfare or potential welfare candidates. Quality programs should reduce this drain of public dollars. ▸ GED and employment are most important for self esteem and getting people off welfare. ▸ Major purpose of Voc Ed (initial employment). ▸ Initial skills for employment has to be first and foremost. Academic skills have to be emphasized also. ▸ The first goal should be to make people employable. ▸ Primarily involved with this (initial employment). ▸ Unemployed are targeted (initial employment). ▸ Clients need initial employment. ▸ I believe seeking and keeping job is by far the most important since it will allow for people to support themselves. ▸ Job availability to welfare recipients would bring about definite economic improvement. ▸ Main purpose to train/re-train for employment.

goals and objectives are to be realized. ▸ The necessity to get students employed for self and potential family support. Keep off welfare rolls. ▸ Without secondary education all other variables are harder to obtain. ▸ Specific skills are developed through an articulated sequential program involving orientation, skill training and postsecondary education. ▸ I feel the most important would be to get them through the secondary so they would have a basis to build from. ▸ Since most of the jobs of the future do not require a four year degree, articulated programs should focus on initial employment. ▸ Most people lose jobs because of attitude rather than skilled knowledge. ▸ We deal mainly with employed personnel. ▸ Quality programs would result in increased job placement, decreased welfare drain, and a healthier, more self-sustaining society. Many students need a lab teaching environment to learn basic skills. ▸ Would enhance economic growth (welfare reduction). ▸ Basic goal (initial employment). ▸ Secondary level should prepare for entry after high school. ▸ A person must first complete their education then I believe work or school is important. We need to have these as our targets.

COMMENTS ON VOCATIONAL EDUCATION

Please explain your lowest rating:

Comments from JTPA staff: If you accomplish the higher percentage this in time should lower the percentage of welfare. ▸ Initial employment is important, after secondary education is completed, so that we know that the employers want what we are teaching. ▸ If all of the above are covered, increased wages generally is an outcome. ▸ Increased wages will come through steady employment. ▸ Welfare reduction is a complicated factor and has roots deeper than vocational education may be able to affect. While vocational education can offer help, it cannot be held responsible for reducing welfare in the absence of improvements in many other aspects of our society. ▸ Welfare reduction is not a necessary goal of quality vocational education. If

COMMENTS ON JTPA

Please explain your lowest rating:

Comments from JTPA staff: Initial employment is important, after secondary school is complete, so that we know that the employers want what we are teaching. ▸ JTPA is a job training program–all other things important in relation to jobs. ▸ As adults, it is important to them and to society that they get back into the work place. Further education is secondary and can come later. ▸ I feel getting a job and keeping it is the most value. The education is extremely important but getting a job is first. ▸ All the 25% listings (initial employment, retention in employment, welfare reduction, completing secondary education) are equally important in obtaining employment. ▸ Increasing one's income and educational levels, once provided a high school

that happens, fine, but retention in employment should be the primary goal. ▸ Getting a job is secondary. Finishing school is priority, necessary first step in getting a job. ▸ Initial employment is very important but difficult to teach by the Voc Ed people. ▸ Initial and retention of employment will take care of themselves if vocational education is permitted to do its job. ▸ Retention and wages are very important for individuals to be self-sufficient. ▸ Voc Ed programs should provide skills to go out and compete in the work force without further training to get entry jobs. ▸ Once the client is on the job, secondary education can be some of his responsibility. ▸ Not a priority. ▸ Final outcome. ▸ Overcoming that barrier to employment. ▸ Gainful employment requires extensive preparation. ▸ Welfare will be reduced if we require more vocational education. ▸ It is the hope of our society that all the above be enjoyed by all citizens. Given the diploma, esteem, employment: we would hope that people would be able to help themselves. The QZ outcomes is a very complex set of problems. ▸ We do not have the monies to support post secondary education. When they are working, they can then pay for their own.

Comments from RDS staff: Continuing schooling is important but not primary. ▸ Increase wages is valuable and having opportunities to improve oneself is an important quality of Voc Ed, however I view it as an enhancement and not a primary focus. ▸ Voc Ed cannot assume responsibility for curing social ills–teen pregnancy, single parent family, drugs, racism, shifts in economy, etc. ▸ Welfare: pie-in-the-sky approach. diploma and experience, is the responsibility of the individuals who applies his existing talents to the work force. ▸ Title II of JTPA serves a target population who would need basic skills development overall. ▸ Not a major goal. ▸ Each of the additional outcomes carries some importance in JTPA program quality. ▸ Wages need to be increased but JTPA has a very difficult time increasing wages at placement because so much of the decision rests with the employer. ▸ Continuing and completing education are very high training priorities,but are not an appropriate final outcome for JTPA funds–not just the law but my strong opinion. ▸ Other resources should be available for this. ▸ Most individuals enter JTPA with limited basic skills. Given the time individuals can devote to training most individuals can't devote more time than acquiring basic skills and then some vocational entry level skills at the secondary level. ▸ While welfare reduction is good in and of itself, it is not our mission. ▸ Important to future employment and overcoming barriers. ▸ Post secondary training should always be an option for improving skills. ▸ Some of these are resolved by the highest priority. The others are more likely to be a shared task with other agencies. ▸ Have to complete secondary Voc Ed or whatever to get employment. ▸ Redundant issues. ▸ The lowest items are important but I feel we must take one step at a time. ▸ Other–youth pre-employment competencies. ▸ Not too many provisions for upgrading skills of non-JTPA eligible employees (retention). ▸ Rapid changes in the market place will make long-term retention with the same employer less likely in the future. ▸ Employment skills should be of greater importance.

Comments from RDS staff: Lots of work done by other agencies that is coordinated! ▸ Education will take care of initial and retention employment. ▸ Wages must be determined by demand. ▸ Wages should not be the most important. ▸ Target population needs. ▸ Most of the people they deal with won't go on to school. ▸ Initial employment and welfare reduction must be a focus in order to show the cost/benefit and

▸ The other three (all equal-welfare reduction, increased wages, other)are important to all individuals. ▸ This will follow if others are met (increased wages). ▸ Many students in Voc Ed wouldn't go to school without V.E. ▸ So much has been attempted thus far! ▸ Those receiving "0"'s are not and should not be among the goals and purposes of education (first four categories). These are societal, not educational problems (this person listed 90 for literacy, personnel, and interpersonal development). ▸ It is very difficult for anyone to obtain their desired job immediately. It also seems very difficult to measure who would have been on welfare without our programs. ▸ If proper training is provided we will reduce welfare rolls. ▸ I graded 3 areas lower because I feel a major factor in determining them as outcomes is the individual person. ▸ If the outcome of a program was a job then that should be measured and graded. But if you have no resources to work on placement, then there would be nothing to measure or grade. This is too general. You need to look at local activities, their purpose and results at the local level. ▸ We will pay for unskilled workers in one of two direction-as taxes to support their welfare or as taxes to support skill training which eventually will provide them with the capability to support themselves and have a greater sense of self-worth. Retention in employment also costs an employer less money than extensive turnover. If we can train students for a higher skill level and retention, it will be more valuable to both. ▸ 5% welfare reduction and increased wages-in our case would, at this time, have low priority. ▸ I don't think we should dwell on welfare stats. ▸ Although postsecondary education is seen as essential to many, the facts state that a low percentage continue and graduate. ▸ A high school diploma is important as a mark of accomplishment but not as an index of future employment success. ▸ Jobs will change often and re-training is a must. We have very little influence on welfare reduction in our region in education it seems to perpetuate itself. ▸ Employment was result if educational program was completed and individual better prepared for higher level of human concern that our society expects from JTPA type programs. ▸ Welfare reduction and increased wages not a JTPA priority. ▸ Most JTPA students will not go on to postsecondary ed. ▸ Welfare reduction should be included as a goal for education. ▸ JTPA's role is not that of continuing postsecondary ed. unless it leads to some specific employment for an individual. ▸ Normally increased wages would follow success on the job. ▸ One of our SDA's cooperates with secondary system when it is convenient. The other spends all of its money in East St. Louis. We are then taken (?) rural counties. ▸ Many at this level should be able to proceed on own. ▸ At this time in student's life postsecondary ed. of little concern. ▸ Increasing wages is enhancement. ▸ Education is a part of the picture, but while education focuses on teaching and learning, JTPA focuses on getting people jobs. ▸ Actually, these are not of lesser importance-in fact, tied to highest as completion of secondary and initial employment are opportunities which lead to economic upward movement. ▸ Their goal is work, not further training. ▸ Although entrenched in JTPA legislation program dollars are distributed toward employment training. ▸ The other three (welfare reduction, increased wages, other) are necessary goals to achieve success. ▸ Not a high priority with older age group, but very necessary (postsecondary and increased wages). ▸ Most of our clients need entry level skills. ▸ Postsecondary might be a side benefit. ▸ Hopefully these types of programs would be helpful in reducing the number of people on welfare. ▸ It is the lowest in rating but it's not the least important (welfare reduction and postsecondary). ▸ The final outcome in placing individuals into employment is a state/national reduction in welfare costs. ▸ Hard to assess but will result if employed. ▸ Postsecondary education would be contingent on the type of occupational areas selected. ▸ Long term goal. ▸ Education is strictly secondary. JTPA needs to get people back to work. ▸ Nice but not necessary.

employment. ▸ Quality of programs is incidental to welfare reduction. ▸ Wages are important but not as important as employee satisfaction. ▸ I feel continuing to postsecondary ed is important but after completing a skill, at whatever ed-level, one then continues only to upgrade skills and the other items on the list were more important. ▸ All other criteria have more importance than increased wages. ▸ Postsecondary education has indicated that they want students who have taken college prep courses–not vocational courses. ▸ While some students continue to secondary ed. and that is important the primary purpose of Voc Ed should be to prepare students for employment. ▸ Secondary training programs should not be evaluated by retention unless a specific time period is attached to it. Technology is constantly changing and employees would need skills upgrading. ▸ A high school degree is important to a student's work success. ▸ All have their importance. ▸ Many outside factors influence the top five categories. ▸ Retention is a personal conviction of the employer. If one wishes to remain on a job they may choose to do so, but mobility within the work force is a flexibility of choosing. ▸ The remainders are important, but of equal value (initial employment, welfare reduction, increased wages, postsecondary education). ▸ Continuing with postsecondary ed not a high priority. ▸ Difficult to measure quantitatively. ▸ The first four items will fall into proper perspective and impact in the top two prioritized items (postsecondary and secondary) are successful. ▸ Satisfied with those listed. ▸ Job training is best as OJT. ▸ How can our programs be evaluated based on the ability of a worker to hold a job or get a raise? ▸ Keep a job. ▸ The three lowest (retention, welfare reduction, increased wages) will become automatic if the other outcomes are achieved. ▸ High schools are not job service institutions. They are not trained for that purpose and in general the community does not expect high school to do that job. We do not have trained job service employees instead we have trained educators. ▸ Welfare reduction can be a result but not a goal of Voc Ed. ▸ Postsecondary important only if it is needed for

job. ▸ It will take care of itself. ▸ Hopefully, dealing with all the others listed we would educate to the ones I did not mark (welfare reduction, increased wages). ▸ The RDS deals primarily with secondary education and not with adult retention. Increased wages is also more of an existing worker factor. Secondary systems are primarily involved with entry level. ▸ Education is not the only thing that would impact on welfare reduction. We're not the cure-all. ▸ Most students do not drop out of school because of vocational programs. Drop out because of academic requirements. Stay because of vocational. But hard to assess. ▸ It is not our job to erase welfare or to increase wages. Skill training will do that.

Comments from Community College staff: Continuing to evaluate based upon retention (comparing to what?), welfare reduction (too many variables), increased wages (too many factors) is a waste of time. ▸ Focus on keeping in skill-basic and better preparation for first job. ▸ This is not a responsibility for Voc Ed. However, if all other factors are in order, welfare reduction should follow as a matter of progression. ▸ Reduction in the welfare roll and increased wages are some of the benefits resulting from quality Voc Ed. ▸ Specific training should be accomplished at the postsecondary level. With appropriate skills and attitudes, successful retention in employment is a possibility. ▸ If possible continuing education in a postsecondary system is good once the person is established in a job. ▸ Increased wages/welfare reduction should occur if the others are successful. ▸ Welfare reduction should be understood if a person obtained employment. ▸ Increased wages do not always relate to job performance but often political reasons. ▸ Business and industry has more control over wages. The economy dictates this more than education. ▸ More jobs will require postsecondary education. ▸ Welfare reduction and increased wages are variables which are difficult to isolate. Too many factors involved unless you develop a multiple weighted regression equation. ▸ Welfare reduction is a result, not a

Comments from Community College staff: The individual is the important goal rather than other above outcomes. ▸ I assume many have been laid off. ▸ Increased wages are good, but participants in the program are expecting to complete secondary education, continue to postsecondary education, a job, and hold that job. ▸ Welfare reduction is assumed if our goal is to put them on the tax rolls and remove them from welfare. ▸ Wages will follow if the above are covered (initial employment, retention, secondary, postsecondary). ▸ Jobs will reduce individuals on welfare. ▸ Emphasis should be directed toward those people not working instead of toward those who merely want to increase wages. ▸ Not much emphasis on education beyond short training. ▸ Significant reductions should occur if other factors are extant. ▸ No other outcome is more important than returning people to the work force. ▸ Doubtful if participants would be employed. ▸ Increasing wages should come as a reward for an individual's performance on the job. ▸ Programs should provide the necessary tools to increase earning potential. ▸ Not a major problem in our area (completing secondary education). ▸ Who cares? (completing secondary education). ▸ Many factors affect completing /continuing education and getting job.

goal. ▸ Increased wages should not be used to evaluate the initial training. ▸ One changes occupations often at the early age–the important factor is the ability to change, adjust and continue to learn–not the simple mechanics needed to function. ▸ Wages are important but the least motivating of the things listed. ▸ Initial employment and welfare reduction go hand in hand, but measuring welfare reduction will not automatically tell you success of a vocational program. We can have great placement programs, but retention/promotion is a much better indicator of success. ▸ Providing a means of increasing wages is certainly a consideration, but not necessarily the most important one. ▸ Who cares? (completing secondary education). ▸ Welfare reduction, while admirable, will not happen until the social system changes. Vocational programs must deal with motivated people to be successful. ▸ Not a major problem in our area (completing secondary education). ▸ Too many factors affect initial employment to pin outcomes evaluation on this item. ▸ Voc Ed programs have nothing to do with creating welfare and should not be evaluated on ability to reduce welfare.

Comments from Other staff: Too difficult to measure as an assessment of program value to the individual. ▸ Most of our clientele have GED or high school diploma (completing secondary ed). ▸ I feel increased wages are important but the initial education is the most important. ▸ If a person has employability skills and a high school diploma they do not necessarily need to go on to postsecondary to be self-supporting. ▸ Will fall under JTPA programs (retention, postsecondary, reaching special needs populations). ▸ Generally longer term (welfare reduction, increased wages). ▸ Welfare reduction would be hard to measure in traditional school related programs. ▸ If a person is well educated, wages will increase as a result of the individual being a competent employee. ▸ We should encourage all students that change is inevitable and that learning is a life-long process. ▸ Increase in wages and welfare reduction will occur if the

Comments from Other staff: Client may not have power over this. ▸ Increased wages are a by-product of the others. ▸ Long term (increased wages, postsecondary). ▸ If people retain their jobs increased wages will automatically come about. ▸ Proper environment will teach upgrading where there is initiative. ▸ Many of the clients will be on welfare and this needs to be reduced. ▸ Items marked (initial employment, retention) good but task is for employment that people feel good about. ▸ Most clients have GED or high school diploma. ▸ Increased wages should not be a criterion for placement in training. ▸ If a client receives a secondary education and initial employment, retention is more likely and should be a spinoff of other outcomes. ▸ Although all of these components are important, welfare reduction, increased wages and continuing to postsecondary education are not as significant as the others. ▸ Increase in wages and welfare

individual can keep a job. ▸ Increased wages will happen automatically as skills are developed. It does not need to be the focus of the graded assessment. ▸ Many other factors are involved in welfare reduction which are not directly related to Voc Ed. ▸ Good training will arouse initiative to continue to higher accomplishments. ▸ Voc Ed may contribute to these outcomes (welfare, wages, postsecondary, secondary) but so do many other factors in the educational setting. ▸ What does Voc Ed have to do with welfare reduction? Jobs are the key to welfare reduction-all jobs! ▸ I, like everyone else, would like to see a reduction in the cost of providing for the welfare of people, but I feel Voc Ed has to have broader goals overall. ▸ Welfare reduction should be the function of a number of programs. ▸ Welfare wouldn't exist if individuals had the skills and desire to work. Wages depend on career choices more than on program quality. ▸ Too much emphasis is placed on postsecondary training. If the secondary providers do their job everyone would not need a postsecondary experience to be gainfully employed. ▸ Wages may not be directly related to job satisfaction. Fringe benefits such as health care and child care may be more important than a wage increase. ▸ Most under or un-educated persons have difficulty in deciding a career goal. ▸ Increased wages will come about if all the other quality components are met. ▸ Although increased wages are important, by comparison the other categories carry a much higher priority. Earnings of some sort are better than worrying about increase. ▸ Welfare reduction is extremely important; however, it is currently a relatively low rate and, I believe, can be corrected through high quality Voc Ed programs at all levels. ▸ The items marked (increased wages, postsecondary, secondary) are nice but we can get along without them. ▸ Increased wages is a by product of the other goals listed. ▸ Drop out rate in postsecondary education due to the fact some student can't afford higher education or become bored with education. ▸ Completing secondary education should be a personal achievement and not related to Voc Ed. ▸ If you have employment or further education, welfare reduction will be a reduction will occur if the individual can keep a job. ▸ Not major purposes of Voc Ed (postsecondary, secondary). Many other factors influence these outcomes. Target population may be less likely to reach these outcomes. ▸ Most of these positions will be minimum wage and the family will still need the supplemental income (welfare reduction). ▸ Educational goals less in focus for training programs. ▸ A goal to justify the money spent (retention, welfare reduction). ▸ Wages should increase automatically with achievement in other areas. ▸ Postsecondary education is not always necessary for good paying jobs. ▸ JTPA does not deal with a high percentage capable of postsecondary. Increased wages-most don't have an income. ▸ Too much emphasis is placed on postsecondary training. If everyone else does their jobs it would not be as necessary. ▸ Retention may be a low priority. ▸ Completing secondary education should not be responsibility of jobs training. Availability of jobs is of higher priority than increased wages. ▸ Don't think postsecondary is JTPA concern.

mute (sic) issue. ▸ Too many vocational programs lead to low paying jobs. ▸ Prevent joblessness. ▸ Secondary level usually not training un-employed (yet!). ▸ Need more flexibility to serve this type of student. ▸ Although welfare reduction is important I believe it will occur if the top three areas are accomplished (secondary, postsecondary, initial employment).

Comments about Outcomes of Vocational Education

Comments from JTPA staff: Too many high school administrators build curriculum around college preparation of non-vocational students. Voc Ed students are ignored of their needs to complete secondary schooling. ▸ All of the above are significant outcomes. Also, the particular characteristics and barriers to employment faced by participants must be considered. For example, a high school dropout (youth) should be encouraged to complete high school or earn a GED, rather than to simply go through a short-term training program and get a minimum wage job. The GED or diploma will have a long-term effect on earnings. ▸ Young people need to be held accountable for "learning"-by teachers, parents, society-from kindergarten on. ▸ A highly motivated educated and trained work force will lead to good paying jobs.

Comments from RDS staff: They should all be looked at based on the individual in the program. I would not place one as more important than the other. Depends on the individual case and needs. ▸ Retention in employment should not be job specific for even though a student receives training in a specific occupation those work skills are transferable to other occupations. If their high school experience exposes them to a work experience which causes them to change preparation to another occupation, the training has been successful in helping them make a career choice. ▸ Welfare wouldn't be there if we have educated our youth. ▸ Only 15% of our students will go on to postsecondary and probably

Comments about Outcomes of JTPA

Comments from JTPA staff: All factors above are important, but the three identified above (retention in employment, welfare reduction, increased wages) seem to all interact with each other. ▸ This is difficult to evaluate because you are asking for opinion. ▸ Ideally, retention should be the highest. Faced with that as a primary criteria, however, JTPA administrators find ways to artificially manipulate that figure without real benefit to clients. ▸ I believe good employees will receive increased wages if not from their existing company, then by moving to another company. ▸ If we produce workers who are well educated and trained, a by-product will be increased wages and welfare reduction. ▸ Tutorial/monitoring services need to be provided to the very high at-risk young people and at an early age such as freshman and sophomore in high school and/or eighth grade.

Comments from RDS staff: All should be used. One should not be graded over another. ▸ Depends on the individual. ▸ There is room for coordination, but JTPA and public institutions of education are not necessarily designed to accomplish the same major goal. ▸ All others will take care of themselves.

less than 5% of these will be completion. ▸ Welfare reduction/self-esteem. ▸ If the state wants high schools to also do job placement please assign some of the people from Job Service to each high school. Those folks are professional placement people. I wonder if this isn't like asking politicians to diagnose our ills. Schools are good at being schools. Schools will not be good trying to be employment agencies.

Comments from Community College staff: Are you talking primarily about secondary?

Comments from Community College staff: I rated "retention in employment" higher than "initial employment" because I believe an individual's ability to keep a job is more important than getting a job.

Comments from Other staff: This question appears to be geared to secondary level Voc Ed, not postsecondary. We assume that participants have completed high school education. ▸ Why put a stigma on Voc Ed? This question appears to indicate that people on welfare should be in a Voc Ed program. Retention in employment may or may not fit in this category. ▸ Quality of employee must be considered for private sector growth. ▸ Increased wages, in and of themselves, don't prove much about the type of educational differences available as "vocational education." ▸ Not all vocational areas demand postsecondary education.

Comments from Other staff: Overall–JTPA is a failure.

Table 3.1J

Job Training Partnership Act--Title IIA Adult Budget

For each $100 of the JTPA Title IIA Adult budget for next year, how would you:

	Like It Spent				Expect It To Be Spent			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Improvement of Basic Skills	$31.90	$27.67	$23.37	$33.35	$23.30	$26.18	$26.69	$28.63
Development of Occupational/ Vocational Skills	40.42	43.59	45.27	37.04	47.39	42.54	42.45	48.30
Work Maturity Skills/ Employability Skills/ Job Search Assistance	20.82	25.91	25.79	26.33	17.81	26.97	19.70	18.50
Other	6.85	2.82	5.57	3.38	4.45	4.31	11.16	4.57

Table 3.3J

Job Training Partnership Act--Title IIA Youth Budget

For each $100 of the JTPA budget for Title IIA Youth programs for next year, how would you:

	Like It Spent				Expect It To Be Spent			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Improvement of Basic Skills	$34.73	$31.89	$31.88	$33.90	$29.12	$29.40	$39.21	$26.64
Development of Occupational/ Vocational Skills	23.85	38.62	43.78	35.93	29.22	37.60	40.00	45.26
Work Maturity Skills/ Employability Skills/ Job Search Assistance	37.57	27.31	22.00	27.03	37.22	29.18	13.95	23.34
Other	4.92	2.18	2.40	3.14	4.45	3.82	6.84	4.71

Table 3.1V

Vocational Education--Budget for Initial Preparation

For each $100 of the Vocational Education budget for Initial Preparation next year, how would you:

	Like It Spent				Expect It To Be Spent			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Improvement of Basic Skills	$31.97	$26.54	$28.56	$33.54	$29.16	$26.98	$32.08	$22.04
Development of Occupational/ Vocational Skills	47.02	47.04	48.03	37.98	53.43	49.68	48.20	54.60
Work Maturity Skills/ Employability Skills/ Job Search Assistance	18.33	23.14	18.28	24.63	14.45	21.26	14.60	18.12
Other	2.66	3.20	5.13	3.86	7.97	2.10	5.13	5.26

Table 3.3V

Vocational Education--Budget For Retraining

For each $100 of the Vocational Education budget for Retraining for next year, how would you:

	Like It Spent				Expect It To Be Spent			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Improvement of Basic Skills	$18.62	$24.20	$23.42	$26.90	37.78	25.24	27.17	20.06
Development of Occupational/ Vocational Skills	60.59	49.45	52.08	46.31	42.68	48.46	52.49	55.82
Work Maturity Skills/ Employability Skills/ Job Search Assistance	19.21	22.98	21.90	24.23	17.87	24.28	16.06	21.50
Other	1.58	3.36	2.60	2.56	1.68	2.03	4.27	2.62

COMMENTS ON VOCATIONAL EDUCATION

Comments about the Vocational Education budget.

Comments from JTPA staff: Employment and training should concentrate on "entering the job market" related skills and Voc Ed specific occupation and basic skills together. ▸ SDA is not informed of Perkins Act activities in the area. ▸ All of the above are important in planning vocational education programs. What really is needed involves more job-related literacy and basic skills remediation.

Comments from RDS staff: Basic skills and employability skills can be integrated into the development of occupational skills/vocational skills. ▸ We do work on reteaching for mastery learning. We do not now do retraining programs. ▸ Equipment money is essential to offer high tech level skill development. ▸ Until we are truly able to teach basic skills through the Voc Ed curriculum, the voc skills need to be the focus. Employability and basic skills can be taught within the curriculum. ▸ Basic skills should be improved in practical/applied methods in general high school courses. ▸ I think schools should be schools.

Comments from Community College staff: I believe we put too much emphasis in breaking out the categories and not enough in developing the total picture.

Comments from Other staff: Most emphasize improved basic skills to retain industry. ▸ Improvement of basic skills is partly an identification problem.

COMMENTS ON JTPA

Comments about the JTPA budget.

Comments from JTPA staff: IIA youth-other institutions have the responsibility for education. We should be concentrating on those aspects of entering and retraining in the job market. ▸ For adults, one of the more successful programs is on-the-job training.

Comments from RDS staff: Basic skills and employability skills can be integrated with occupational/vocational skills.

Comments from Community College staff: JTPA spends a great deal of money on administration. ▸ I fear more money is spent on administration of the program than on the program itself.

Comments from Other staff: JTPA is a very poor deliverer of academic education. But they devote a majority of time and money to basic adult education. ▸ Improved basic skills needed.

Table 4

Instructional/Training Methods

For most program participants, how successful are the following methods of providing training? (Continuum: 1=Not Very; 5=Very)

	Voc Educ Participants				JTPA Participants			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
OJT without classroom instruction/training	2.82	2.31	1.97	2.21	3.49	2.38	2.34	2.35
Classroom instruction/ training without OJT	3.05	2.72	3.01	2.73	3.18	2.55	2.81	2.29
OJT with classroom instruction/training	4.22	4.46	4.34	4.47	4.49	4.17	4.27	4.38

COMMENTS ON VOCATIONAL EDUCATION

Comments about vocational education methods.

Comments from JTPA staff: Voc Ed, under the traditional concept, is in a classroom. ▸ Cooperative ed. important. ▸ Classroom only! ▸ Meaningful instruction must be related to the work place. ▸ There is nothing wrong with classroom training-it is very effective. A good coordinator is what makes an OJT program effective.

Comments from RDS staff: Should be in both areas. Classroom to clarify what is taking place on the job. ▸ The best seems to be a balance of both. ▸ Good OJT is the best vocational training we have available with students. Poor OJT is the

COMMENTS ON JTPA

Comments about JTPA methods.

Comments from JTPA staff: OJT also has other advantages: 1) It allows for broader and more diverse occupation choices, 2) It can be used as an economic development enticement to new companies. ▸ Depends a great deal on the background of the individual and the type of job. ▸ This really depends on the individual participant. ▸ I don't recommend both OJT and classroom. Not successful because there is too much cost before participant is employed (unsubsidized). ▸ How is success defined? ▸ Except for youth or adults with very limited work experience, we do not usually combine classroom instruction with OJT programs. ▸ The most successful OJTs are combined with CRT. The lowest placement (job) is education only. The reason is that schools do not put enough emphasis on helping students find jobs.

Comments from RDS staff: Given the OJT experience is a positive, well structured program. ▸ Students need both areas of instruction. ▸ The type student they have need to be shown how to do the job. ▸ Positive placement can give the

worst. ▸ Need a blending of classroom instruction with OJT. ▸ I believe that a student can learn more in a vocational class than he can stocking shelves or pumping gas. Some OJT positions can be worthwhile. ▸ It is still recognized that learning by "doing" is an effective way for students to learn. ▸ OJT is still the single best strategy. But guided practice is important and necessary for retention and transfer. ▸ We learn by doing and being involved. Students want to get their hands dirty. ▸ It takes both. ▸ Both instruction and training needed for full program. ▸ Given the OJT experience is a positive, well-structured program. ▸ People learn best by doing. ▸ Some good coop. programs do provide decent OJT's. That is the best way to do OJT's in high schools. However, generally these experiences are only successful for a carefully screened group of kids who are trained and ready for OJT. Most are not! ▸ Hands on experiences can't be beat. ▸ Lots of variables: individual student capabilities, occupational skills you are teaching. ▸ Need both OJT and classroom instruction to reinforce each other.

Comments from Community College staff: What other approach could there be? ▸ Need both to reinforce hands-on experience. ▸ It depends on the preparation of the participant as well as the effectiveness of the counselor/advisor. ▸ Must have some explanation or rationale for procedures of safety, time efficiency techniques, people techniques in order to function successfully along with OJT. ▸ Depends on quality and organization of instruction.

Comments from Other staff: Application of theory is essential. ▸ OJT with industry involved is essential-not all books but hands on. ▸ Tie the two methods together-meaningfully. ▸ Both have interpersonal relations that the client must experience. ▸ With OJT how do you know the trainer is able to teach the content, let alone know it. ▸ Many jobs under OJT leave lots to be desired! If means classroom/lab and quality facilities/equipment available.

answers. Education generally is a long term investment. OJT is a quick fix for people who need work now not someday.

Comments from Community College staff: Must have OJT along with reasons and explanations to understand safety, efficiency, and people techniques. ▸ Most JTPA participants understand the world of work. ▸ Need both for reinforcement. ▸ Without basic skills the OJT isn't likely to transfer and once the job is lost the person is no longer employable. ▸ Depends on quality of instruction.

Comments from Other staff: Tie the two together. ▸ Participants need OJT to make basic education and skill training seem important. ▸ OJT alone will not do the job. Classroom instructor/train-ing/with OJT is probably the best approach. ▸ Same as for Voc Ed.

Table 5J

Job Training Partnership Act:
Effects of Performance and Placement Standards on Recruitment

To what extent do performance standards affect recruitment of JTPA adult participants?
To what extent do performance standards affect recruitment of JTPA youth participants?
(1=never; 2=occasionally; 3=usually; 4=always)

	SDA	RDS	CC	Other
Adults	2.76	2.90	2.96	3.14
Youth	2.59	2.63	2.56	3.10

Table 5V

Vocational Education:
Beliefs About Effects of Performance and Placement Standards on Recruitment

If Vocational Education reimbursement were based on performance standards (including placement in a job or continuing in education, would it affect recruitment?
If Vocational Education reimbursement for serving special (at risk) populations were based on performance standards (including placement in a job or continuing in education, would it affect the extent to which these populations were served?
(1=never; 2=occasionally; 3=usually; 4=always)

	SDA	RDS	CC	Other
Student recruitment	3.03	2.88	3.14	3.25
Service to Special Needs Students	2.94	2.86	3.06	3.21

COMMENTS ON VOCATIONAL EDUCATION

Comments about vocational education performance standards and recruitment.

Comments from JTPA staff: Who will check on performance standards? All systems need money. ▸ Each program would be different. ▸ Only those with a high probability of success would be recruited. ▸ All parents want their kids to go to

COMMENTS ON JTPA

Comments about JTPA performance standards and recruitment of adult participants.

Comments from JTPA staff: Employee must be a productive worker. ▸ Occasionally-now in giving priority to significant segments-will be greater as dollars shrink. ▸ Service to those with low basic skills may not be provided. ▸ JTPA providers

college. Until you require voc-ed in every HIGH SCHOOL, STUDENTS WILL NOT TAKE IT seriously. Educators and parents will not take it seriously. ▸ Recruitment would probably center around the most employable person not the hard core unemployed. ▸ I think you would end up with the same students because of their ability. ▸ Impact would be in that Voc Ed system does not seem to place an emphasis on placement-just training. ▸ More emphasis would be placed on successful completion into a job. This is not the case now. ▸ If the students had to perform for the agency to be reimbursed there would be "creaming!" ▸ Performance standards tend to drive the system to only select those that are likely to success (sic). In some areas a balance does exist. ▸ Voc Ed would become more selective in its recruitment of participants. ▸ No placements or continuing ed-no $. ▸ Organizations must cover their costs. ▸ Low recruitment. ▸ Some youth may not be accepted because of their low ability levels. ▸ "Continuum in education" is not a performance standard so there is no comparison. ▸ If this became a primary determinant of reimbursement, vocational programs would be forced to exclude the less able/motivated, the very students who need it most. ▸ If standards same as under JTPA Title II, the impact of standards on local decisions would be a fact.

Comments from RDS staff: Funding level does not merit this priority. ▸ Tougher selection always raises completion (look at HMA). ▸ Secondary students do not place this as a high priority or think about it! ▸ The purpose of Voc Ed is not cannot afford to serve those most in need because of performance standards. ▸ If you don't meet performance standards then not a success and no bonus money. ▸ Performance standards drive the system. We have to serve who we have to serve so we can then serve who we want to serve! ▸ In SDA 26 we try to serve those individuals with some barriers to employment. If employers for OJT request job ready individuals the answer could be occasional. ▸ It is more like frequently than usually. ▸ Adjusted models in Illinois force more recruitment of hard to serve-dropouts, etc. which is good. ▸ The JTPA Title II provisions drive the program management. By nature of performance standards mandate it is inevitable that standards affect local decisions. ▸ Given our very low unemployment rate recruitment is very difficult-we need to enroll everyone! ▸ "Do" or "should"? I answered this as if it's should. "Do affect" would probably be "usually." ▸ Due to the fact that all subcontracts are performance based, subcontractors may be more selected in recruitment of JTPA participants. ▸ Depending what standards are and emphasis placed on standards will determine the targeting that is required. ▸ Agencies who depend significantly on JTPA funding are most likely to recruit those persons they perceive as easier to train and place. ▸ People should be identified for what it is that they need as perceived by educators, society, others and work from that point on. ▸ JTPA is performance driven, especially job placement of the client. Therefore, recruitment always plays a role. ▸ We extend every effort to serve participants who are most in need of services. ▸ Must know what is expected and it is relevant. ▸ The client doesn't know about performance and placement standards. The unemployment rate of our county has been 5% or below for about three years.

Comments from RDS staff: Adults have identified goals more. ▸ By the time people into JTPA adult eligibles the job becomes important! ▸ They have to have a success rate. ▸ It's the reality of the numbers game. Recruit those most likely to

job placement (at the secondary level). ▸ Those most needy would be screened out just as JTPA and Job Service does now. ▸ Systems may recruit only those students who could meet the criteria identified above. The low student may be discouraged from taking Voc Ed courses. ▸ A significant number of "business" majors are either college bound or employment ready. ▸ We still would not "cream." ▸ Perhaps the students who most needed Voc Ed training would not be recruited because of a question about the probability of success. ▸ With Voc Ed student enrollment decreasing too many Voc Educators are trying to recruit bodies. Many aren't concerned enough about placement and aptitude/interest. ▸ If this becomes reality-especially if the placement on continuing ed is occupation specific-managers of our districts would not continue DAVTE reimbursement programs. ▸ It will affect the type of people that might enter Voc Ed. ▸ Voc Ed instructors would try and recruit those students they knew would be successful. ▸ Job placement at this time is not a primary mission for our programs. No emphasis is placed on it locally. Our mission is to provide secondary educational programs that relate to later job opportunities or postsecondary training. ▸ Placement in any labor market is almost non-existent. Students are trained for mobility to locate jobs without a trail of placement. ▸ Depending on performance standards set focus would be placed on students who would succeed in Voc Ed rather than those who need it! ▸ Institutions would select clients who would likely have a successful placement probability. Hard to serve clients would not be recruited. ▸ Some school superintendents may redirect some of their guidance efforts to recruiting better students into Voc Ed programs. More dollars would mean either more timely programs, additional offerings, or increased teacher incentives. ▸ The dollar amount is too small. ▸ Recruiters would concentrate on the "cream" of the student body-those students who are most likely to succeed in a job or who will continue their education. ▸ Performance standards for reimbursement would encourage "skimming" and succeed. ▸ Those who would benefit most are not served because they would be harder to place. ▸ Lack of initiative to really achieve. ▸ It focuses on measurable goals. ▸ JTPA eligible adults want to participate in the "free" education but still do not usually have the drive, desire to perform afterwards. ▸ If employers are hesitant to hire participants, performance standards will offer credibility. ▸ SDA rating based on performance standards. ▸ Success drives the money. All who won't succeed are screened out. ▸ Evaluation is based on positive termination. ▸ Cause "creaming." ▸ Seems that they only select those they think will complete and secure employment. ▸ If the contracts are to be paid performance standards have to be met. ▸ Recruitment is a result of good service and placement is. ▸ Must follow state requirements/guidelines. ▸ Positive terminations are critical. ▸ JTPA is always looking for positive terminations. ▸ JTPA's responsibility is primarily to provide employment for the initial job, unemployed, and displaced.

recruiting students who would be easier to place. ▸ Early decisions would need to be made by the student or client. ▸ If the information would get to the students it would but often this information does not get passed along. ▸ No funds would equate to no programs. ▸ Teachers would seek out the best students because of their greater chances to succeed. ▸ Most secondary programs are in a declining mode–this would only effect a few programs in our region. ▸ "Creaming" would occur. ▸ It would give Voc Ed more accountability for what it is already doing. ▸ In general in most schools the funding is a driving force. Counselors are driven by other commitment pressures. ▸ Counselor might be forced to look at the vocationally vs. "academically" oriented student–depending on the amount of funding. ▸ More effort exerted to recruit students with good chance of success. ▸ Quality students would be recruited. ▸ You would only deal with a sure thing. Standards would be lowered in order to make your quota. ▸ Might keep some students who need the program out of the program. If it's based on performance some who need it most might be eliminated for fear of failure. ▸ Would question recruitment of at-risk students. ▸ I assume you are considering secondary Voc Ed by this question. It would cause us to be more selective as to students enrolled. Currently we take all students and do the best we can. In case the placement was the main criteria, we would take only the best prospects. ▸ I think we should close down high school Voc Ed if it must be evaluated in terms of how good an employment agency we run. We are schools. We impart knowledge. We are not employment agencies. ▸ I feel most of us at the secondary level are afraid of placement due to the age and ability of the person and the numbers we deal with. ▸ "Creaming" would occur. ▸ Would affect more on secondary level than postsecondary level as more students use vocational programs as experimental rather than job preparation. ▸ You would probably spend more time recruiting for success and not for need. ▸ Recruitment at the secondary level is minimal. Generally class membership is composed of the following: 1)

those who have an interest, 2) those who have nothing else to take, 3) those with no interest but forced in class. ▸ We would only recruit people we could train and place.

Comments from Community College staff: Only the highest/best qualified would be accepted, only the best programs (#s) would survive, "advertising" would stop or be hindered. ▸ It should affect program design not recruitment. ▸ More persons would be interested in attending if almost assured of a job. ▸ Students would enroll in an institution where there is a possibility of getting a job once training is completed. ▸ It would more if we had waiting lines to get into training. Now we are likely to take at risk people even when the reimbursement is based on outcomes. ▸ More employers might look at training expectations more closely as well as training personnel. ▸ Those who have no chance of placement or who demonstrate a poor attitude would probably not be selected. ▸ Only students with the necessary skill for success would be recruited. ▸ There is a need for trained people. Performance standards does not directly say they are trained. A lot of it is paperwork to make a program look good. ▸ Only those students most likely to meet the performance goals will be recruited. The others will be ignored. ▸ We would be careful in developing new programs and develop network for placement. ▸ Provided there is opportunity to match student with job on a regular basis. ▸ With the depressed job market this would really be difficult. ▸ I believe we are creating a serious problem if we hang our "hat" on placement only. ▸ But to the detriment of those who really need help. ▸ Would probably try to find the "best" students-raise admission criteria. ▸ We would be most likely limiting the size of our program and being more selective in admissions-or seek other money? ▸ Because agencies do not want to take a chance on losing money. ▸ Will try to get top students rather than margin student to ensure success. ▸ You might cream. ▸ So many factors affect performance and measuring performance is so difficult that institutions might exclude people who won't

Comments from Community College staff: Most adults want success so standards are important. ▸ If standards are set students are better prepared. ▸ Risk of our money. ▸ Qualification/acceptance of candidates. ▸ Adults are not informed as to performance standards of previous group and how they impact recruitment. ▸ Recruitment usually includes screening out low achievers. ▸ They set goals for the participants which they understand. ▸ Schools are going to recruit those individuals who will enable them to meet their performance goals. ▸ Incentive $$. ▸ Creaming. ▸ The individual tends to want fast results-training and a job. Yet the individual's skills usually are so limited that no "quick fix" solution works. The jobs available to unskilled persons aren't attractive; the jobs requiring skills training cannot be sought until after training has reached a point at which OJT is practical. ▸ With standards the participants are selected for success if at all possible. ▸ Need to assure appropriate placement rate. ▸ Agencies do not want to take a chance on losing money.

"measure" easily. ▸ Without knowledge of basic skills, how can one perform satisfactorily? ▸ Creaming would occur like in JTPA now.

Comments from Other staff: "Creaming" in recruitment to get good results. ▸ Students are going to be recruited from programs that have high performance standards. ▸ Private sector notes need of advances in training. ▸ Entry level positions can use our graduates. ▸ Would cause creaming for better students and more assessment for selection of fit regarding person and placement. ▸ Many employers will train if there are funds available to train. ▸ Would be increase in recruitment efforts of the "better" students in order to improve performance. (Concurrently, would be a lobby to reduce standards, as in JTPA). ▸ Recruitment would focus on the brightest and the best. ▸ Schools would more actively seek out markets for their completers. ▸ If reimbursement were based on placement, etc. the hard to serve would not be reached! Only those that had a chance for success would be selected. ▸ Would help recruitment. ▸ Need success to receive funding. ▸ Most programs do not have to show positive outcomes except for JTPA. JTPA got a whole lot better after stricter placement rules took effect. ▸ This is extremely difficult to utilize simply because of economic stability and variance throughout the state. ▸ Increased accountability would support program quality and follow-through. ▸ You would like to get people that you know would be able to fit into the slot you prepared them for. ▸ Admission standards would be raised to help insure program completion/job placement. The people most in need of training would probably be least likely to get it. ▸ You would only recruit the employable jobs. ▸ Payment should be based on standards. Standards should be known up front. ▸ If placement in a narrow occupation range is to determine success then in order to survive we will become very selective. ▸ More effort in recruitment. ▸ It could lead to "creaming" in recruiting students (better students = higher placements). ▸ Recruiters (counselors, inst.) would be more likely to screen students and

Comments from Other staff: Programs will look for participants who are likely to complete the program and get jobs. Those who are "questionable" will be excluded. ▸ End results would affect dollars available. This is always an incentive. ▸ I think they already do an excellent job of recruiting. ▸ Pick those most likely to succeed. ▸ Many adults fear not being able to meet performance objectives. ▸ Screens out potential failures and doesn't consider potential late starters. ▸ Success breeds money for program. Also makes one's work seem important. ▸ They are most interested in potential program completers. ▸ The educational background has a tendency to rule out the under and uneducated. ▸ Some eligible people are ignored because of the difficulty of serving them successfully. ▸ Take clients given and run them through the process. ▸ This is accountability. JTPA got much better after these took effect. ▸ Best recruitment is for success. ▸ They work hard to obtain the best possible rather than hard core unemployed.

select those with a higher likelihood of success. Fewer "dead-end" students would be accepted. ▸ Find ways to meet performance standards. ▸ Instructors would screen out potential failures. ▸ Accountability is always important! ▸ Higher ability students would be recruited. ▸ This question should have asked about the positive or negative effects. ▸ You would have it work to get the most low risk student like JTPA. ▸ Don't see how!?

Comments about vocational education performance standards and the extent to which special populations would be served.

Comments from JTPA staff: Special ed is still special ed. ▸ If this became a primary determinant of reimbursement, vocational programs would be forced to exclude the less able/motivated, the very students who need it most. ▸ The instructors and directors would work harder to ensure these students succeeded. It may (probably will) decrease retention rate. ▸ Risk of our money. ▸ At risk populations are difficult to motivate. The placement rate may not reflect the effort put into trying to employ and train them. ▸ Less placement and recruitment. ▸ Some youth may not be accepted because of their low ability levels. ▸ The students need to take the Voc Ed program no matter what. ▸ It depends on the commitment of the deliverer (and their skill in playing the numbers). ▸ Would depend on the types of performance measures instituted. ▸ Spending (?) would be to serve those that would best perform at a quicker level. ▸ Not placements or continuing ed-no $. ▸ Organizations must cover their costs. ▸ "Continuum in education" is not a performance standard so there is no comparison. ▸ If standards same as under JTPA Title II, the impact of standards on local decisions would be a fact. ▸ Agencies would be more likely to recruit participants who are easier to place. ▸ State Aid (ADA) should be accountable too. Education is education whether it is math, learning keyboards, reading. ▸ The addition of performance standards could enhance the delivery of vocational programs in a very positive way. ▸

Comments about JTPA performance standards and recruitment of youth participants?

Comments from JTPA staff: Employee must be a productive worker. ▸ Youth are eligible or not. ▸ No deliberate forethought on any one individual's effect on performance standards are a prerequisite for enrollment. ▸ Low basic skills may preclude some youth from some vocational programs. ▸ Not as significantly as adults because the standards are often attainment of objectives. It does play a role with the least able, however. ▸ The JTPA Title II provisions drive the program management. By nature of performance standards mandate it is inevitable that standards affect local decisions. ▸ If you don't meet performance standards then not a success and no bonus money. ▸ We can use youth competencies for a positive term. ▸ We deal with those clients who seek our services and who are eligible. ▸ Given our very low unemployment rate recruitment is very difficult-we need to enroll everyone! ▸ Due to the fact that all subcontracts are performance based, subcontractors may be more selected in recruitment of JTPA participants. ▸ Forty percent requirement service requirement (not standards) force attention to recruitment of disadvantaged or skills deficient youth-appropriately so. ▸ Youth ? hard to achieve; need to more closely watch mix ▸ Targeting of programs for handicapped, dropouts, etc. ▸ Occasionally now due to significant segments-will be greater with new competency standards. ▸ Tend to force you to stay away from really high risk individuals such as illiterates or semi-illiterates because of the length

The above activities will lead to more efficient, effective delivery of programs. ▸ Recruitment for what? Are voc students recruited? There are three main categories of graduates 1) those who go on to finish a bachelor degree, 2) those who go to work and have training and skills commensurate with those skills and 3) general graduates. General graduates with little/no direction don't fare as well. ▸ The addition of performance standards could enhance the delivery of vocational programs in a very positive way.

Comments from RDS staff: Probably more effort to ensure success. ▸ It would increase awareness of special needs students and increase services. ▸ Many very hard to place but effort must be made. ▸ The labor market selects "best" workers, often excluding low potential students with handicaps or recurring social problems. ▸ Those most needy would be screened out just as JTPA and Job Service does now. ▸ Yes, very much so. Again service to special needs populations is not trackable. ▸ I feel that as Voc Ed enrollments continue to decrease we are now more open to working with special needs populations. We need to be performance based as we increase training with special needs populations. ▸ An extra incentive would help. ▸ If this becomes reality-especially if the placement or continuing ed is occupation specific-managers of our districts would not continue DAVTE reimbursement programs. ▸ It would give Voc Ed more accountability for what it is already doing. ▸ We still would not "cream." ▸ Secondary students do not place this as a high priority or think about it! ▸ The performance standard needs to relate directly to the ELO's of the program. If job placement is not a local performance standard then it is meaningless to suddenly come to town and say that this is it for all your programs. There is a relationship to jobs but that is not the overriding outcome of high school programs.

of training needed and cost involved. Too much time and money is required to bring these individuals up to capacity to function in other training areas, especially with shrinking resources. ▸ Agencies who depend significantly on JTPA funding are most likely to recruit those persons they perceive as easier to train and place. ▸ More latitude in performance standards, therefore, recruitment is not as important. JTPA should give credit for adults who complete an educational objective. ▸ People should be identified for what it is that they need as perceived by educators, society, others and work from that point on. ▸ We extend every effort to serve participants who are most in need of services. ▸ Must know what is expected and it is relevant.

Comments from RDS staff: Again evaluation and program funding is based on positive termination. ▸ Not as financially difficult since pleacement isn't needed to get the money. ▸ Affect continuation of funds, so agency looks for clients that can be successful. ▸ Long range goals like these are not held by youth. ▸ JTPA eligible youth may be still inexperienced enough and have enough drive to follow through in performance. ▸ If employers are hesitant to hire participants, performance standards will offer credibility. ▸ All outcomes must be positive. ▸ Seems that they only select those they think will complete and secure employment. ▸ Performance standards are not as restrictive for youth. ▸ Same as above (recruitment is a result of good service and placement is) except that placement should be interpreted in a more general sense for youth. ▸ Not as strict on youth participants as adults. Summer youth-doesn't apply. ▸ This is a little less pressing mainly because many youth are initially high risk employees and most employers are smart enough to know that. ▸ These two should not be discounted in that they upgrade and reduce welfare rolls (welfare reduction, increased wages). Welfare reduction is really tied up in initial employment and retention. If these two are accomplished adequately, perhaps welfare would not be as large. ▸ Must follow state requirements/guidelines.

Many young people continue on with education and training prior that job placement. ▸ Performance standards always drive the processes adopted for programs, so funding can continue. ▸ Difficult to place or continue education for quite a few. ▸ Yes, though more emphasis is needed on follow-up with this group. ▸ We need to concentrate more on "normal" kids and much less on special cases. ▸ Many current programs would need to be better evaluated in order to identify what really needs to be addressed. ▸ Service providers will always chase the dollars and gear delivery of services to the source of funds. ▸ Not enough money. ▸ I feel the public realizes monies must be spent for the client and judges the successes and failures less critically. ▸ I don't think there would be much of an effect. ▸ Accountability. ▸ Unless the rewards for successful placement of hard to serve clients is great enough it would affect recruitment efforts for the at risk population. ▸ Additional screening would be advisory to identify probable successes. ▸ Many would not be accepted in program if they were high risk. ▸ Programs in small schools would be very limited. Job opportunities for special needs students in small towns is limited. These students probably don't move far from home (thinking mostly of handicapped, LD). Better indicator might be comparison of potential to achievement. ▸ Outcomes are often too unique to depend on a consistent outcome. ▸ The purpose of Voc Ed is not job placement (at the secondary level). ▸ Because of Confidentiality Act, our department is not always able to track placement data after a person has been discharged from a facility. ▸ I don't think the training high school is equipped (staff, equipment, school climate) to deliver and deal with at risk students. ▸ If the standard were adapted for the handicapped/disabled. ▸ This probably won't happen. ▸ Funding level does not merit this priority. ▸ If districts are money-driven in providing these programs, they will also be self-serving in providing services to some students. ▸ They are hard to place. ▸ It would affect service in the sense that it would probably be eliminated. If an employment agency is desired why is the

state asking educators for service? That is like asking a cow to lay eggs. A cow gives milk; a chicken lays eggs. You want placement? Hire a placement agency. You want education? Hire a school. ▸ These students are much more difficult to place. ▸ We'd be gambling each time we took a poor prospect into our classes. Vocational education is education. Don't tie us to placement. NO ONE TIES ACADEMIC PROGRAMS TO SUCCESS IN COLLEGE. ▸ Probably would spend more time and resources to help those students succeed. ▸ We have to do all we can to help these students. At risk students (if defined as potential drop-out) are difficult to keep in school and to use placement as a standard of how will you meet their needs would not be valid. Generally we do all we can to help the students–placement upon completion is not always an immediate goal. ▸ The extremely hard core would probably not be recruited for training unless the percent of placement was relatively low. ▸ Might keep some students who need the program out of the program. If it's based on performance some who need it most might be eliminated for fear of failure.

Comments from Community College staff: "Extent," again, would decrease. We don't have the resources to "follow through." ▸ Most likely in a negative way until we can convince more students to move to the job. ▸ It would influence recruiting at risk populations as well as influence program design. ▸ Educators know that they must do a better job. ▸ I believe it could hurt the numbers being served until an effective/no fail training program for each special population. ▸ As long as the performance standards are realistic. ▸ Some hard core people would be very risky and one could lose money on them. It takes time to change them-something job training programs do not allow enough of. Some won't ever change. ▸ Does not place motivation with the student. ▸ In days of tight local budgets, schools are going to target populations that will ensure they meet their performance objectives! ▸ I think a greater effort would be made to reach the at risk people who slip through the cracks. ▸

Comments from Community College staff: Youth participants look at performance standards but probably not as much as adults. ▸ Screens out low achievers. ▸ The word gets around but too slowly. ▸ Risk of our money. ▸ They do not have as well-defined goals, nor can they understand goals as well as adults. ▸ Participants know what is expected of them and will be easier to recruit. ▸ Qualification/acceptance of candidates. ▸ Schools are going to recruit those individuals who will enable them to meet their performance goals. ▸ Hard to find. ▸ As I see it, JTPA's biggest problem is their assignment to take people, who many time have years of employment and attitudinal problems, and within a short period of time make them productive citizens. The problem is not that easy. Program must allow for more comprehensiveness and at times assign accountability to the participant. ▸ Need to assure appropriate placement rate. ▸ Agencies do not want to take a chance on losing money.

The word would get around to the employer and student that we have a positive track record in placement. ▸ How can a program serve a need if the funds are based only on success? What will happen is the success measurables will adapt to the funding needs. ▸ They would get little, if any, help. ▸ The only time it would not be affected is if placement (initial) is relatively guaranteed by the community/businesses. ▸ Programs would not spend money and time without some assurance of reimbursement. ▸ Would probably try to find the students with greatest potential for success. ▸ Because agencies do not want to take a chance on losing money. ▸ Most targeted populations lack basic skills. ▸ So many factors affect performance and measuring performance is so difficult that institutions might exclude people who won't "measure" easily. ▸ Creaming could occur.

Comments from Other staff: The entire population deserved the opportunity to work. Performance standards can provide direction for a program and can help everyone involved know when they have been successful. ▸ Those easier to serve might tend to get served first. ▸ Better designed programs based on assessed needs. ▸ Will not take chances on the most in need. ▸ Recruiters (counselors, inst.) would be more likely to screen students and select those with a higher likelihood of success. Fewer "dead-end" students would be accepted. ▸ Would probably make the system too selective. ▸ Fewer students with low level of potential completion would be recruited. ▸ In my opinion those folks always seem to get the short stick. ▸ Who would try to serve the hard core drop out? ▸ I think this will vary according to geographic areas of the state. ▸ Employee expectations are still unfavorable. ▸ Payment should be based on standards. Standards should be known up front. ▸ Hard core would be lost. ▸ Certainly would, if we're talking about increased reimbursements as the result of serving these populations. ▸ It takes longer to meet performance standards for this group and they will become disinterested. ▸ Individual needs would be addressed to assure end results. ▸

Comments from Other staff: I have to admit that when these standards took effect JTPA quit working with many types of individuals they served through CETA (both adult and youth). But this is not all bad. At least now the money is being spent on people who can be helped. ▸ Must spend 40% money on youth–so creaming is less likely to occur. ▸ Need better guides and objectives. ▸ They are most interested in potential program completers. ▸ Success breeds money for program. Also makes one's work seem important. ▸ New direction seems to be very selective. ▸ In many cases they must deal with economically deprived, disadvantaged, handicapped, or a combination. Performance standards cannot exist very well in this environment. ▸ Discourages those youth who have experienced failures in school setting. ▸ Don't think the youth understand performance –locals may cream in recruitment. ▸ The educational background has a tendency to rule out the under and uneducated. ▸ We are held to standards so we try to get the best possible to meet the standards. Sometimes we can sneak in a "true" at risk youth.

Private sector doesn't wish to address shortfall in this area. ▸ Those predicted to succeed would receive more attention or training. ▸ This is extremely difficult to utilize simply because of economic stability and variance throughout the state. ▸ Instructors would screen out potential failures. ▸ It appears that many programs include at least some of these characteristics at present. ▸ You would like to get people that you know would be able to fit into the slot you prepared them for. ▸ Most programs do not have to show positive outcomes except for JTPA. JTPA got a whole lot better after stricter placement rules took effect. ▸ Admission standards would be raised to help insure program completion/job placement. The people most in need of training would probably be least likely to get it. ▸ Placement is a very poor indicator of program success. To be an effective indicator placement would have to be followed for 10-15 years per individual (an impossible task). ▸ If standard were reason for working with at risk students. ▸ Not here!?

Table 6

Planning and Coordination

To what extent do you perceive programs using the following activities or arrangements to coordinate planning and reduce duplication at the local level?
(Continuum: 1=Not Very; 5=Very)

	Vocational Education				JTPA			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Joint planning of JTPA education funded activities	3.17	3.63	3.43	3.46	3.17	2.94	2.83	3.20
Review of grants/applications for JTPA funding	2.91	3.37	3.08	3.17	3.24	2.86	2.97	3.20
Cross representation on PICS and vocational advisory committees	3.40	3.43	3.24	3.06	3.24	2.88	2.76	3.18
Provide listings of needed training programs	3.29	3.72	3.47	3.40	3.21	2.98	3.00	3.00
Participate in coordination agreements, both formal and informal	3.26	4.00	3.65	3.81	3.62	3.19	3.21	3.53

COMMENTS ON VOCATIONAL EDUCATION

Comments about vocational education coordination of planning.

Comments from JTPA staff: Tendency is for Voc Ed to write a grant proposal and send it off for SDA review and signature-not actually involve SDA in preplanning.

COMMENTS ON JTPA

Comments about JTPA coordination of planning.

Comments from JTPA staff: Formal coordination agreements take time and energies away from real coordination. ▸ If joint planning exists it should be on all levels, not just JTPA to be effective. ▸ Integrated, jointly funded, planned and delivered programs to youth. ▸ Representatives of other education and training agencies, both public and not-for-profit, are invited to participate in the review of all requests for JTPA-funded proposals. ▸ JTPA does not plan and coordinate with secondary schools well. ▸ We are experiencing meaningful coordination within our SDA. ▸ Our SDA has good rapport with educational institutions in our 5 county area.

Comments from RDS staff: Most of the time we can't ever get JTPA people to talk to us-we seem to be a thorn in their side. ▸ Some coordination agreements, articulation agreements are only "paper documents." ▸ More are learning how cooperation could benefit both entities. ▸ Plan offerings based on needs in the community. ▸ I think (a) would be terrific but not likely with the different horses we each are riding. ▸ Regional delivery systems do not reduce duplication-they are adding to it in our region. Each small school now thinks they can have more programs, that they'll get more equipment, money, more reimbursement, etc. All geographical areas are not alike. In our region there is a perception that Quincy is the monster who has been getting the most benefits. In reality Quincy has extended itself so that the small school students can have access to good training programs. We are providing programs at a rate of less than $200 per student credit. There is no class anywhere that costs only $200 per student credit, is there? Yet our financial support is steadily being eroded by DAVTE. (As you can tell by these comments, I am also the director of the Quincy AVC). I want the regional vocational system to have the same purposes as the AVC does-to provide good high quality vocational education for more people. Instead I fear that each school will be trying to do more and quality will go down. ▸ We, of course, work with ICC and Parkland as well as ISU and Lincoln College. If some sort of little community college is ever established in McLain-DeWitt our regional system will continue to work with the "known" programs and do what can be done with the little low budget community college if it develops.

Comments from RDS staff: JTPA signature sheets are required for many RFP however when JTPA submits an RFP there is no sign off required by the educational community. ▸ Politics is very important-too important (some students suffer). ▸ Since JTPA has the funds and is free to develop anything from a youth career orientation project to a labor intensive adult retraining or training program, I don't find them having much in common with the secondary and even postsecondary systems. ▸ We are not duplicating efforts at our system. The SDA is doing a good job with OJT and the public schools are doing a good job providing a highly regulated vocational education program. There really is little duplication at this time.

Comments from Community College staff: Reports of progress-good and bad-of projects underway in the area are needed periodically. ▸ Jointly funded programs-local. ▸ More cooperation with local school districts than with regional system. Regional system attitude is the problem. They are still trying to save a vocational center rather than provide regional delivery. ▸

Comments from Community College staff: Needs lots of improvement in all areas. ▸ Not much happening here.

Need more teeth in items above if they are to happen. Too much politics in some areas to get the cooperation needed. ▸ We spend time and energy, but I'm not sure anything has really changed–this geographic area is strongly oriented to college prep programs. Consequently, several districts have limited numbers of students taking voc. courses with the goal of immediate employment in the field. ▸ Cooperation is a must. The cost of training cannot be absorbed by one program.

Comments from Other staff: Coordination needs to be developed in our region. ▸ Almost no coordination in this area–of anything!

Comments from Other staff: Where people want to work together they do–paper agreement will do very little to change this fact. ▸ Coordination needs to be developed in our region. ▸ Linkage needs to be stronger and jointly, not just JTPA and PIC.

Table 7.1

Council Membership

Is there a JTPA representative on the Vocational Education Advisory Council?
Is there a Vocational Education representative on the SDA's Private Industry Council (PIC)?
(Percent responding "Yes")

	SDA	RDS	CC	Other	SDA	RDS	CC	Other
JTPA Representative on Vocational Education Council					16.2%	30.0%	23.3%	36.2%
Vocational Education Representative on PIC	17.1%	45.8%	36.1%	55.1%				

Table 7.2

Communication from Council Members

If you answered yes, to what extent does the JTPA representative communicate Vocational Education programs, activities, etc. to the PIC? ▸ If you answered yes, to what extent does the Vocational Education representative communicate JTPA projects, activities, etc. to the Vocational Education programs in the regional delivery system or community college districts served by the SDA?
(Continuum: 1=Not Very; 5=Very)

	Vocational Education				JTPA			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Representative communicates JTPA activities to Vocational Education	3.75	2.59	3.31	2.50	-	-	-	-
Representative communicates Vocational Education activities to the PIC	-	-	-	-	3.14	2.80	3.17	2.74

COMMENTS ON VOCATIONAL EDUCATION

Comments about vocational education representation on the PIC.

Comments from RDS staff: I am not very familiar with the SDA or PIC associated with my RDA.

COMMENTS ON JTPA

Comments about JTPA representation on the vocational education advisory council.

Comments from RDS staff: Should be! ▸ The RDS met with the PIC and offered to have them

▸ They take direction from the grant recipient and do not represent us well.

Comments from Other staff: There is little contact with the SDA. Funding has been withdrawn from long running successful programs. SDA says-we can provide same services at lower $-remains to be seen. ▸ Depends on region and council ▸ Depends on person. ▸ I am a PIC member, however, since DCCA runs JTPA I sure don't need to report to them. The RDS is not involved in JTPA activities as a board since Votec works with the majority of the schools.

function with us in an advisory capacity. They declined as a body but said individual members could serve on the Voc Ed advisory board. No such action has been taken to date but may in the near future.

Comments from Other staff: That is not a role which was ever suggested to me-sounds great but I am not sure JTPA cares other than the youth programs they fund. ▸ JTPA administrator for area not big on p.r.

Table 8

How Do the Vocational Education and Job Training Partnership Act Communities Receive Information?

How do the RDS and/or community college learn about the JTPA/PIC activities, meetings, special services and programs needed, etc.? ▸ How does the JTPA community learn about the vocational education activities, meetings, special services and programs available? Please check all those that apply.
(Percent checking the response)

	Vocational Education				JTPA			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Through education representative on PIC	14.3%	18.1%	27.8%	38.8%	-	-	-	-
Through JTPA representative on the vocational education advisory council	-	-	-	-	10.8%	24.3%	20.0%	29.8%
RFP process	11.4	22.2	22.2	16.3	5.4	10.0	10.0	6.4
Minutes of meetings	14.3	16.7	16.7	16.3	2.7	12.9	13.3	4.3
Conferences, meetings	20.0	27.8	22.2	30.6	16.2	24.3	10.0	31.9
Newspapers	5.7	16.7	19.4	14.3	5.4	15.7	30.0	25.5
Personal Contact	20.0	31.9	38.9	49.0	21.6	34.3	30.0	57.4
No formal plan	0.0	16.7	5.6	16.3	21.6	34.3	30.0	57.4
Don't know	2.9	9.7	5.6	24.5	2.7	0.0	0.0	19.2
Other	0.0	6.9	5.6	4.1	0.0	1.4	3.3	0.0

COMMENTS ON VOCATIONAL EDUCATION

Comments about vocational education learning about JTPA/PIC and their activities.

Comments from JTPA staff: Inter-relationships with agency support system.

Comments from RDS staff: Only through an occasional letter from the SDA. We have not been kept informed of PIC meetings, what JTPA activities are available, which of our seniors (?) work with JTPA, etc. ▸ Very good working relationship in SDA 11. ▸ You have to be persistent and almost demand to find out what is going on. ▸ Poor communication. PIC scheduled monthly meetings on the same day as Board of Control meetings. Ed. rep. is at board meetings. ▸ Have not been invited to a PIC meeting yet. Haven't had quarterly meeting yet. ▸ With our political pull we got on their mailing list! ▸ We communicate regularly with SDA 23. We only see people from SDA 24 when they hold the quarterly meetings. ▸ There is little or no feedback from JTPA to the vocational education community about needs.

Comments from Other staff: In the past we had a Voc Ed rep on PIC–no longer. ▸ This has not been happening except where some certain individuals have taken it upon themselves to make it happen. The new agreements will not have a positive or negative effect. Papers do nothing–it's people that make things happen. ▸ More data input/output needed to public. ▸ The PIC council has board members from the RDS. ▸ No one on the RDS has ever asked me to report and I have been on the PIC well before the RDS so I never thought about reporting.

COMMENTS ON JTPA

Comments about JTPA/PIC learning about vocational education and its activities.

Comments from JTPA staff: Voc Ed needs to make more contact with SDA. SDA must be informed of Voc Ed activities in community.

Comments from RDS staff: Regional plan is completely inadequate.

Comments from Community College staff: Some of the best kept secrets.

Comments from Other staff: Needs to be improved. ▸ Formal plan information needed statewide.

Table 9

How Do the Vocational Education and Job Training Partnership Act Communities Transmit Information?

How does the JTPA community communicate with vocational education providers in the regional delivery system and community college district regarding the training services they are capable of providing vocational education? ▸ How do the RDS and/or community college communicate with the SDA's in the region or district regarding the instructional/training services they are capable of providing for JTPA participants? Please check all that apply.
(Percent checking the response)

	Vocational Education				JTPA			
	SDA	RDS	CC	Other	SDA	RDS	CC	Other
Through education representative on PIC	14.3%	23.6%	25.0%	49.0%	-	-	-	-
Through JTPA representative on the vocational education advisory council	-	-	-	-	10.8%	22.9%	13.3%	38.3%
RFP process	11.4	15.3	11.1	10.2	16.2	11.4	10.0	17.0
Minutes of meetings	8.6	16.7	8.3	14.3	5.4	14.3	0.0	8.5
Conferences, meetings	8.6	26.4	22.2	34.7	10.8	15.7	10.0	34.0
Newspapers	0.0	0.0	0.0	0.0	8.1	11.4	6.7	21.3
Personal Contact	14.3	37.5	41.7	51.0	21.6	27.1	26.7	59.6
No formal plan	0.0	0.0	2.8	0.0	5.4	8.6	6.7	19.2
Don't know	0.0	5.6	8.3	20.4	0.0	7.1	3.3	23.4
Other	2.9	5.6	5.6	0.0	0.0	1.4	3.3	0.0

COMMENTS ON VOCATIONAL EDUCATION	COMMENTS ON JTPA
Comments about vocational education communication with the SDA's regarding services they can provide.	**Comments about JTPA communication with the vocational education providers regarding training services they can provide to vocational education.**
Comments from JTPA staff: High schools-Voc Ed, college, superintendent, Region Two Career Guidance Center advisory Council.	
Comments from RDS staff: Everything with JTPA is a secret until they need help. ▸ There is a seat available for SDA on the RDS board. Minutes of the meetings are sent to the SDA. ▸ We call them and use a checklist of the parts of a plan. ▸ We will have quarterly meetings in order to increase communications as outlined in our coordination agreement.	Comments from RDS staff: Little is occurring. ▸ Poor communication.
Comments from Other staff: Again, information is only shared where both or all three parties are talking and working with each other. Don't hold your breath that the new agreements will change this fact. ▸ Personal contact needs expanded.	Comments from Other staff: This could be improved. ▸ RFP process good; contact good. ▸ They don't.

Table 10

Quarterly Coordination Meetings

(Percent responding "Yes")	Vocational Education SDA	RDS	CC	Other	JTPA SDA	RDS	CC	Other
Have you had a quarterly coordination meeting?	20.0%	20.8%	22.2%	10.2%	18.9%	18.6%	16.7%	8.5%

COMMENTS ON VOCATIONAL EDUCATION

If you have had a quarterly meeting, how do you think it was helpful to vocational education?

Comments from JTPA staff: Not very. ▸ Meeting helped institutional representatives to keep abreast of EFE developments. ▸ Giving information on the JTPA activities and educational opportunities. ▸ Very enlightening as to all the players and their programs. ▸ May reduce duplication of efforts in program development. ▸ Getting to know everyone involved from all agencies. ▸ Better understanding of programs and goals. ▸ It was show and tell on their part. ▸ Allowed concrete monitoring to take place on coordination agreement content. ▸ Not very, too divergent attitudes and financial resources. ▸ Somewhat but am already familiar because of PIC membership. ▸ The meeting informed us of JTPA activities.

Comments from RDS staff: Communication. ▸ Very little was accomplished. We were told we could not help some clients because all of Marion County's money is being spent to train people to work in Washington County at the new plant. Also our students do not give them positive terminations. ▸ Made everyone aware of what was going on. ▸ Improved lines of communication.

Comments from Community College staff: The more articulation and communication between all parties helps perfect and improve vocational education. ▸ General coordination of planning

COMMENTS ON JTPA

If you have had a quarterly meeting, how do you think it was helpful to JTPA?

Comments from JTPA staff: A concrete way to monitor coordination agreement. ▸ Yes, provided SDA with more knowledge of CEANCI staff's work and vice versa. ▸ Somewhat.

Comments from RDS staff: Learned about the goals of Education for Employment. ▸ Didn't seem to be–they have all the students and programs they are wanting to have. ▸ Obtained some basic knowledge of Voc Ed. ▸ JTPA now knows what regional programs are being developed but JTPA's attitude is "so, what?" ▸ Providing info from educational comments.

Comments from Community College staff: Quarterly meetings are too frequent. ▸ JTPA aware of Morton College's desire to establish a JTPA funded program.

and using joint activities. ▸ Quarterly is too frequent-there's not that much to communicate about. ▸ Articulation agreements confirmed/ discussed, faculty development opportunities described, joint curricular efforts.

Comments from Other staff: Contacts made. ▸ Very little-they are run by JTPA, they have set agendas and don't really want to hear new information, problems or suggestions. ▸ Learn about, coordinate, articulate, develop program activities. ▸ Yes, but they have a long way to go to effectively interact.

Comments from Other staff: It wasn't. JTPA didn't want to take time to hear from Voc Ed. ▸ Could be helpful.

If no, what topics would be helpful to vocational education?

If no, what topics would be helpful to JTPA?

Comments from JTPA staff: How to get more money? ▸ Additional finance. ▸ Overview of the needs of the community. Specific jobs that are in need.

Comments from JTPA staff: More discussion of joint client needs. ▸ Joint planning, information exchange and sharing, client information.

Comments from RDS staff: Role of JTPA. ▸ Tell us how we can get involved. How can we help them? ▸ What is currently being offered in our region and who is currently being served. Specifics! ▸ Funding available and possible uses of it. Exemplary coordination activities. ▸ Budget, goals, mission, time line for perusal of plan to leave adequate time for submission. ▸ Just to begin communicating. ▸ This is just beginning but coordination with Perkins Projects would be helpful. ▸ Sharing of activities and programs. ▸ Labor market information relevant to the community (6 openings at Hardee's, a proposed layoff at such and such plant, etc.). ▸ Joint activities between Voc Ed and JTPA. What services each group has that could help the other.

Comments from RDS staff: Start by getting to know each other. Review of programs and services. ▸ What lies across the river! ▸ Additional finance. ▸ Coordinate efforts/ programs.

Comments from Community College staff: Needed training for local job opportunities. Dropouts and what is being done for them. Prospective employment opportunities. ▸ Update on status of Voc Ed programs under review. ▸ 2 + 2 articulated programs in occupational fields.

Comments from Community College staff: Discuss mutual areas of concern: 1) networking, 2) articulation. ▸ What voc. classes are available at local community college and how classes may be modified to meet JTPA client needs.

Comments from Other staff: How the groups can work together to best serve clients. ▸ Frank discussions about mutually held interests. ▸ Until DCCA tells JTPA that they have to cooperate or lose funding many won't. ▸ We were never notified regarding the Coordination Requirement. Our SDA administrative staff seems to be moving away from long standing coordination activities and efforts. ▸ Not sure of goals of quarterly meetings. Topics would depend on goals. ▸ Labor market information, demographic information, needs of business and industry. ▸ 1) Listing of programs offered in SDA, 2) Potential dropouts or dropouts in each SDA. ▸ Programs being funded locally utilizing vocational money. ▸ Let all know what is happening.

Comments from Other staff: Develop a greater understanding of planned/developed programs to serve clientele. ▸ Until DCCA makes the SDAs cooperate or lose funds, the ones who want to will and the ones who don't want to won't. ▸ Labor market information, demographic information, business and industry needs, etc. ▸ Listing of programs offered in SDA's regional system. ▸ Training activities, successes and screening methods. ▸ How they spend their funds and what their priorities are. ▸ How can the groups work together? What resources do both provide?

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